DOCUMENT RESUME

ED 201 037 EA 013 462

AUTHOR	Boudreaux, Julianna L.; Dolese, Constance C.
TITLE	Chronicle: Development of Secondary Curriculum Improvement Program (SCIP) from August 1977 until January 1981.
INSTITUTION	New Orleans Public Schools, La. Div. of Instruction.
PUB DATE	81
NOTE	212p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980). Some pages may be marginally legible due to broken print of original document.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Competency Based Education; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Grants; Home Study; Instructional Improvement; Long Range Planning; Management Information Systems; Needs Assessment; Program Evaluation; Program Improvement; Program Proposals; Secondary Education; Secondary School Curriculum; Staff Development
IDENTIFIERS	*New Orleans Public Schools LA

ABSTRACT

The activities of the Secondary Curriculum Improvement Program (SCIP) of the New Orleans Public Schools from August 1977 to January 1981 are described in this report. Part 1 presents the organization process of the program, including the development of goals and objectives for the program, the organizational structure of the SCIP Centralized Curriculum Committee, and its activities. Part 2 describes the process of identifying and developing the components of the minimum competency requirements, including a continuum of basic skills objectives. The needs assessment process for individual school sites is presented in Part 3, including planning proposals and proposal grants. Part 4 identifies and describes the SCIP Mastery Learning System and its components, including records, scores, and other data that make up the system's necessary elements. Part 5 presents the home study component of SCIP and discusses the SCIP staff development model and its role in the program. The total impact of SCIP, test results and sample annual evaluations are included in the conclusion. (JEH)

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CHRONICLE

Of the

SECONDARY CURRICULUM IMPROVEMENT PROGRAM

SCIP

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Division of Instruction

CHRONICLE

DEVELOPMENT OF

SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

FROM

August 1977 until January 1981

AASA - Summer Conference
1980

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Secondary Curriculum Improvement Program
New Orleans Public Schools

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FOREWORD

Although this document is developed as a chronicle, it is intended to capture the essence of the design, planning, piloting, modification, expansion, implementation, and evaluation of the Secondary Curriculum Improvement Program (SCIP) in the New Orleans Public Schools. At this writing (January 1981), SCIP is in its third year of progressive implementation in the secondary schools. Each school is at a different point in its five-year plan for improvement of achievement and instruction in language arts and mathematics at the school site.

A program as comprehensive as SCIP requires time and effort on the part of many persons for careful development that promises success. Total impact cannot be measured until enough time has been allowed for the program to become a part of the total fabric of the schools and the school system with the provision of staff development and logistical support services to assure continuing effectiveness. Nevertheless, positive change can already be evidenced and is included in this report.

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INTRODUCTION

Time Lag in the Educational Institution

Futurists predict a metamorphosis in schooling, produced, or at least nurtured, by the maturing of an advanced technology which will serve a world itself presently undergoing dramatic change in its society and its values and a depletion of the natural resources on which it relies. Symptoms of this rapid trauma have been in evidence for several decades in social change and upheaval and in unsuccessful attempts at conservation programs, but a deplorable time lag exists for altering the educational institution to accommodate a clientele that is both unknowing and unsure of the type of change desired in its schools.

The Requirement for a Competent Graduate

For some time now, these problems have been reflected in a questioning of the very purpose of schooling and in alarm at the lack of academic success of students. SAT test scores have been tracked and compared and found to be steadily declining; speculation to explain this negative pattern has run the gamut of reasons but has provided no real answers. Formal studies that were conducted during the late sixties and early seventies defined secondary problems and evaluated possible solutions. A significant commonality identified in those concentrated research efforts is the expressed need and challenge to the secondary school to produce a competent graduate.

Educational Accountability

Vested interests -- parents, business, community, and students themselves -- have caused the legislator to add a new dimension to education by the power of laws enacted to require the educator to insure that students meet prescribed expectations through the process of schooling. Proper decision and direction or not, in the past ten years, "competency-based education" was equated with "basic skills," "life or survival skills," and "minimum competencies" -- the routes to follow to educational accountability. Although there may not be legal or even pedagogical agreement or justification for the basic skills movement in education, after a decade of "openness" and "humaneness" in the sixties, the educator and the legislator shifted to "competency-based education," founded upon a tighter curriculum, specific instruction and expectations, and legislated evaluation, in the seventies.

Competency-based Education

Declining enrollment, cultural pluralism, a diverse population, and organized teachers complicate the school scene today. To cope with these problems, as well as poor attendance, high mobility, disciplinary problems, and apathy, magnet and alternative schools have emerged as a mechanism to tailor school opportunities to the needs of a variety of students. Through such special schools and programs and through continuing refinement of the curriculum and instruction based upon outcomes, secondary schools continue to serve the great majority of adolescent youth in this country. The New Orleans Public Schools accepts a part of this responsibility.

In determining its role and setting its course, the New Orleans Public Schools combines the ambiguity of the future with the mandates of the present. It translates these sometimes diametrically opposed factors into the preparation of a graduate who possesses minimum competencies at the least, but also skills, understandings, and knowledge beyond the minimums according to each individual's interest, aptitude, and ability. Through its program of studies, the New Orleans Public Schools makes a strong statement for basic or life skills, but advocates balanced learning experiences as well as career and trade preparation, adding its voice to those being heard to warn against satisfaction with mere minimums or misinterpretation of competency to mean _only_ basic or life skills.

PART I

ORGANIZING A SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

Project REAL

In the early seventies, the New Orleans Public Schools placed an emphasis on improvement of instruction and achievement at the elementary level of schooling, initiating a staff development program called "Project Reading for Enjoyment and Learning (Project REAL)." Over a period of a few years, this concentration of resources resulted in an increase in the achievement scores of elementary students on the annual Comprehensive Test of Basic Skills, the percentiles reaching national norms by the mid-seventies. It became evident that the time had arrived to address the need for better performance and quality instruction in the secondary schools.

Inception of SCIP

At budget hearings in the spring of 1977, Top Management decided to recommend the placing of additional resources at the secondary level. Instead of further proliferation of the magnet concept, the Orleans Parish School Board made a commitment to a Secondary Curriculum Improvement Program (SCIP) to improve instruction and increase achievement in all (approximately forty-seven) secondary schools. (See attachment 1, "Dual Goals of Secondary Curriculum Improvement Program [SCIP].")

ATTACHMENT 1

DUAL GOALS OF SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

I. IMPROVE INSTRUCTION

II. INCREASE ACHIEVEMENT

In August of 1977, the School Board allocated an initial $300,000 for support services to begin SCIP. (See attachment 2, "Presentation to Orleans Parish School Board.")

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PRESENTATION

One of the most important thrusts that the school district is contemplating for the coming year is the development of a program designed to improve basic skill levels in our secondary school graduates. Building on the tremendous success in the elementary grades, it is now the task of this school system to assist secondary students to achieve similar gains. This is a much more difficult undertaking and ultimately will require additional funds. However, we must begin, and the budget allocates $300,000 from local funds and $1,000,000 from Title I funds for this purpose.

Following extensive reading, analyses of on-sight inspections of secondary programs operating in other cities, and in-house work sessions, a starting plan has evolved. Much of the emphasis is based on current thinking, as typified best in Dr. Benjamin S. Bloom's book, "Human Characteristics and School Learning," which states unequivocally that under the proper circumstances, urban kids can learn.

ATTACHMENT 2

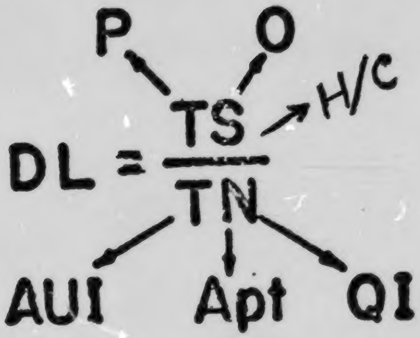
The local Title I Advisory Committees were apprised of the SCIP thrust, and encouraged to consider the Title I program as a supplementary part of a total SCIP effort when making decisions for the expenditure of $1,000,000 in Title I funds for the first time at the secondary level.

Mastery Learning

A survey of the literature and active research led to the decision to adopt Mastery Learning as the philosophical basis and fundamental technique for SCIP. Benjamin Bloom of the University of Chicago is credited with espousing the philosophy that almost all students can learn to an excellent degree if quality instruction and a conducive environment are provided. Other contributing factors are sufficient time-on-task, proper motivation and opportunity, aptitude, and the ability to understand instruction. (See attachment 3, John Carroll's "Mastery Learning Formula" with addition of home/community for New Orleans Public Schools model.)

MASTERY LEARNING FORMULA

ATTACHMENT 3



P

O

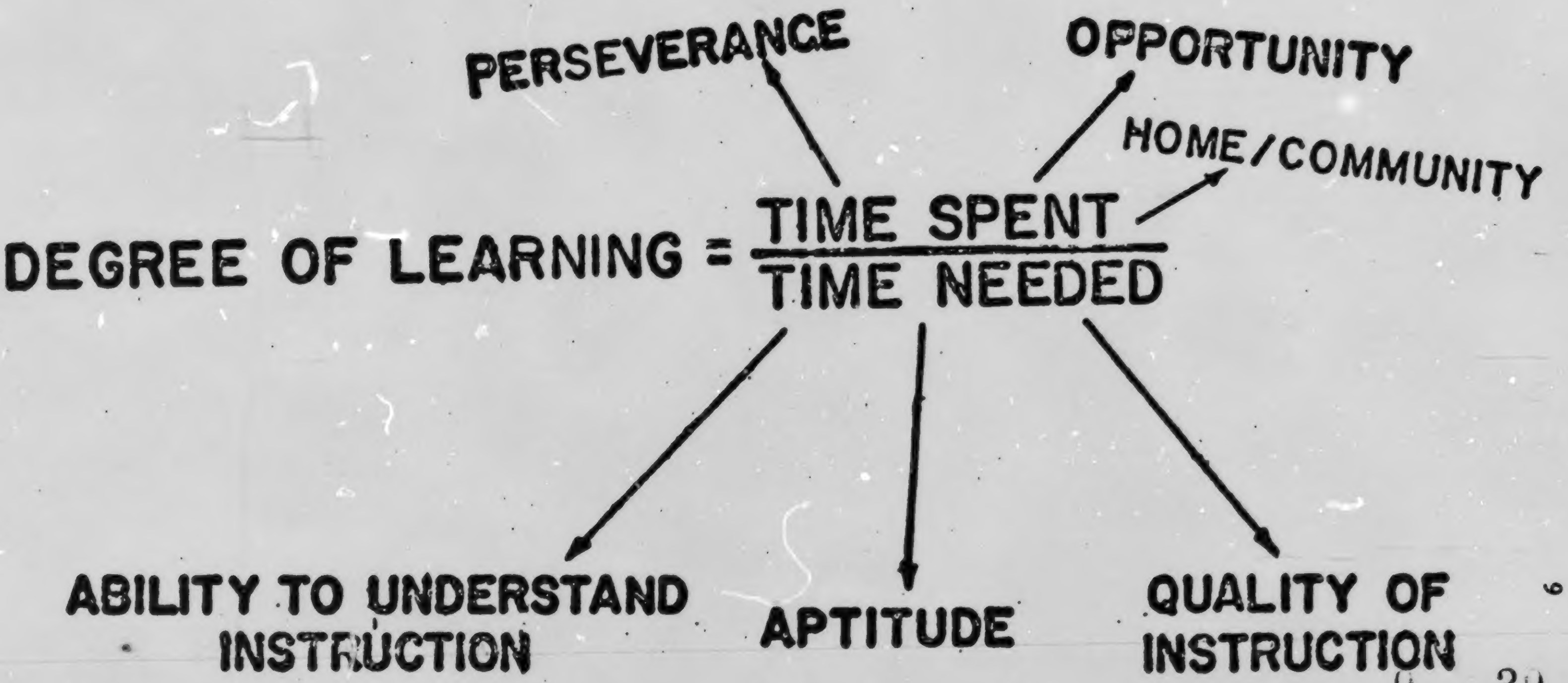
H/C

DL = TS / TN

AUI

Apt

QI



PERSEVERANCE

OPPORTUNITY

HOME/COMMUNITY

DEGREE OF LEARNING = TIME SPENT / TIME NEEDED

ABILITY TO UNDERSTAND INSTRUCTION

APTITUDE

QUALITY OF INSTRUCTION

Correlation with School System Goals

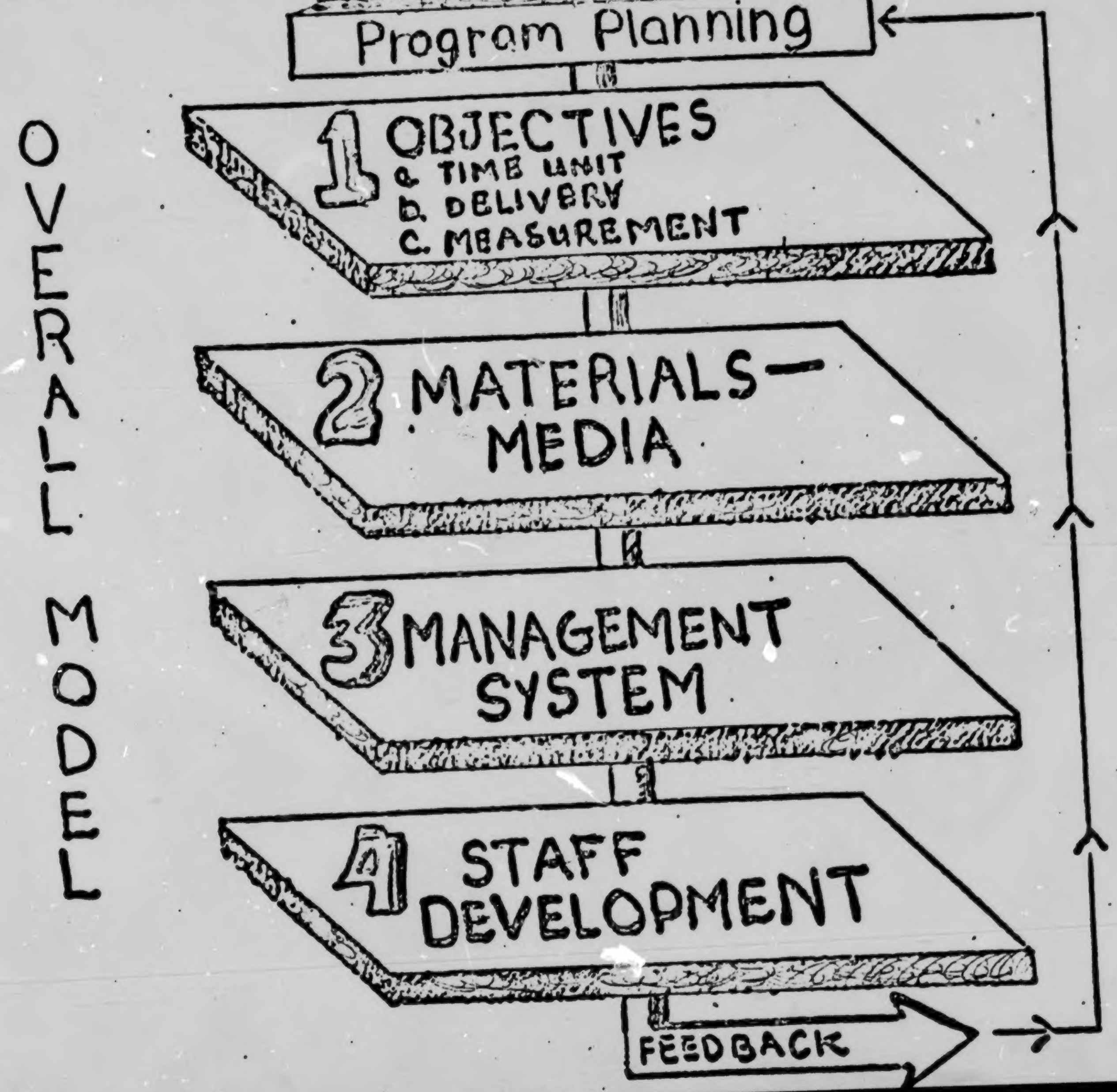
Since increased achievement in reading and mathematics and increased professional competence of staff are included in the systemwide goals of the New Orleans Public Schools, the initial SCIP effort also targets these curriculum areas, reinforced by a staff development component.

SCIP Overall Model

The SCIP Overall Model is designed to be self-renewing through feedback and applicable at the systemwide level, at the individual school unit level, and at the individual classroom level. It requires that performance objectives be specifically stated and sequenced insofar as is possible (an easier task in mathematics); that mastery of the objectives be tested when instruction and adequate practice have been completed; and that correctives be applied when students fail to master an objective. The model requires a supply of instructional materials and equipment represented in various media and correlated to the continua of objectives. Staff development is a critical dimension of the model, and it is necessary to include in that inservice a plan for the management of instruction, data, and information. (See attachment 4, "SCIP Overall Model.")

SCIP

SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)


OVERALL MODEL
Program Planning
1 OBJECTIVES
a. TIME UNIT
b. DELIVERY
c. MEASUREMENT
2 MATERIALS—MEDIA
3 MANAGEMENT SYSTEM
4 STAFF DEVELOPMENT
FEEDBACK

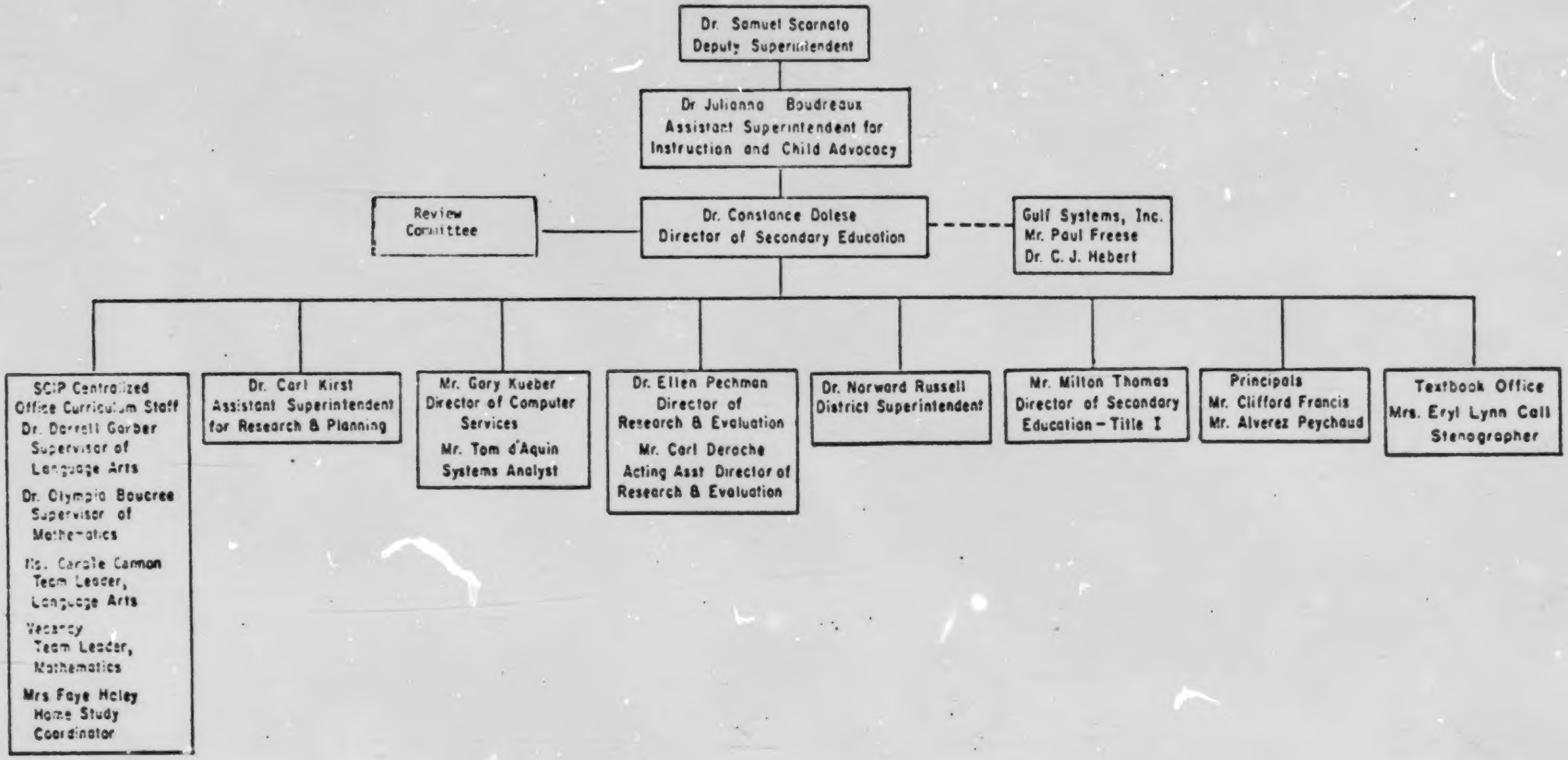
ATTACHMENT 4

SCIP Steering Committee

Chaired by the Deputy Superintendent, the SCIP Steering Committee gives overall direction to the Secondary Curriculum Improvement Program. Included on the Committee is a Centralized Curriculum Staff comprised of the Supervisors of Language Arts and Mathematics; the SCIP Team Leaders in Language Arts and Mathematics; the Home Study Coordinator; the Assistant Superintendent for Planning, Research, and Evaluation; the Director of Computer Services; the Director of Research and Evaluation; a District Superintendent; the Title I Director of Secondary Education; principal representatives; and a representative from the Textbook Office. The Director of Secondary Education exercises a coordinating role and chairs the Centralized Curriculum Committee as well as the Review Committee for SCIP proposals from individual schools -- a quality-control mechanism. (See attachment 5, "SCIP Steering Committee" chart.)

ATTACHMENT 5

SCIP STEERING COMMITTEE


Dr. Samuel Scarnato Deputy Superintendent
Dr Julianna Boudreaux Assistant Superintendent for Instruction and Child Advocacy
Review Committee
Dr. Constance Dolese Director of Secondary Education
Gulf Systems, Inc. Mr. Paul Freese Dr. C. J. Hebert
SCIP Centralized Office Curriculum Staff
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Dr. Olympia Boucree Supervisor of Mathematics
Ms. Carole Cannon Team Leader, Language Arts
Vacancy Team Leader, Mathematics
Mrs Faye Haley Home Study Coordinator
Dr. Carl Kirst Assistant Superintendent for Research & Planning
Mr. Gary Kueber Director of Computer Services
Mr. Tom d'Aquin Systems Analyst
Dr. Ellen Pechman Director of Research & Evaluation
Mr. Carl Deroche Acting Asst Director of Research & Evaluation
Dr. Norward Russell District Superintendent
Mr. Milton Thomas Director of Secondary Education – Title I
Principals Mr. Clifford Francis Mr. Alverez Peychaud
Textbook Office Mrs. Eryl Lynn Call Stenographer

SCIP Centralized Curriculum Committee

Use of Outside Resources -

The initial $300,000 allocated by the School Board was spent in bringing resources for staff development to school administrators, curriculum specialists, and others. Benjamin Bloom visited with the staff during the summer of 1977, and as design and developmental work proceeded, James Block, Lorin Anderson, university personnel, and other special resource personnel were subsequently contracted for assistance.

SCIP Resource Center -

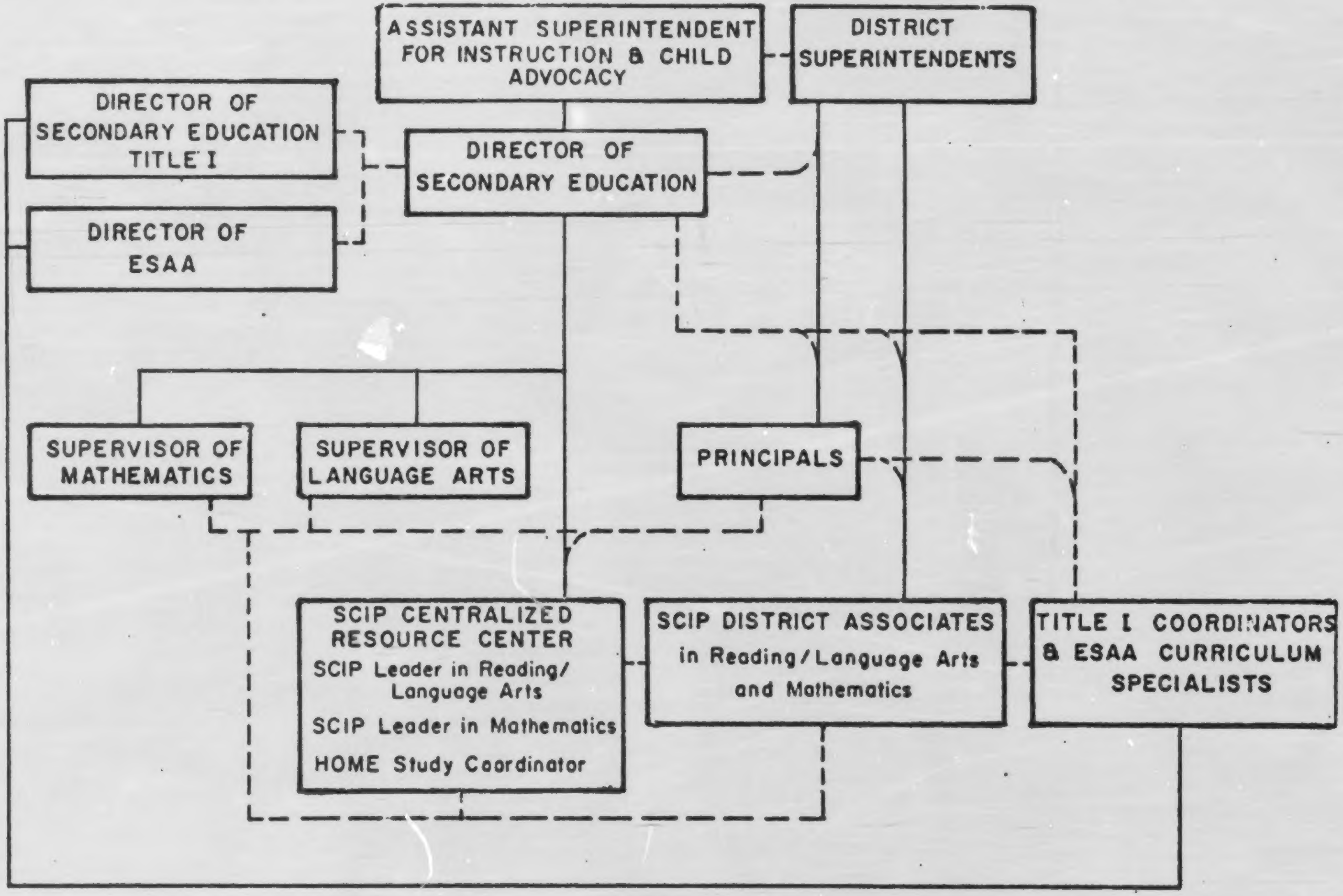
SCIP laboratories in Language Arts and Mathematics were established in the field in a secondary school, and SCIP leaders in these two curriculum areas, together with a Home Study Co-ordinator, were placed in charge of SCIP curriculum specialists. SCIP laboratories were used by the curriculum specialists and by the schools. Curriculum materials, catalogs, samples, objective and item banks, and other books and information were housed in the centers, the laboratories becoming the focal points of numerous SCIP activities - writing of objectives and test items, conducting of workshops, holding of conferences and inservice, etc. Some of these tasks were also performed in the setting of the Instructional Resource Center for the school system in order to promote closer accessibility to reference materials.

SCIP Associates -

Among the curriculum specialists added to the staff for support services to the schools were twelve teachers who had demonstrated success both in the content areas of reading, English, and mathematics and in the skills required for classroom management. After certain centralized tasks were accomplished, the number of teachers, termed "SCIP Associates," rendering these services was reduced to eight and stationed in the district offices to bring support services closer to individual school sites. (See attachment 6, "SCIP Centralized Curriculum Committee" chart, and attachment 7, narrative from Orleans Parish School Board Budget of 1979-80 - "Secondary Curriculum Improvement Program.")

ATTACHMENT 6

SCIP CENTRALIZED CURRICULUM COMMITTEE


ASSISTANT SUPERINTENDENT FOR INSTRUCTION & CHILD ADVOCACY
DISTRICT SUPERINTENDENTS
DIRECTOR OF SECONDARY EDUCATION TITLE I
DIRECTOR OF SECONDARY EDUCATION
DIRECTOR OF ESAA
SUPERVISOR OF MATHEMATICS
SUPERVISOR OF LANGUAGE ARTS
PRINCIPALS
SCIP CENTRALIZED RESOURCE CENTER
SCIP Leader in Reading/ Language Arts
SCIP Leader in Mathematics
HOME Study Coordinator
SCIP DISTRICT ASSOCIATES in Reading/Language Arts and Mathematics
TITLE I COORDINATORS & ESAA CURRICULUM SPECIALISTS

COPY

SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

The budget changes reflect a transitional effort to bring SCIP support closer to individual school sites. The initial central office tasks have been completed or are nearing completion. The skills to be mastered have been identified, as have the minimum competencies; criteria test items are nearing completion; the management information system is being designed; and nearly all schools have submitted initial and five-year proposals.

For the coming year it is proposed that the central office staff consist of a Team Leader for Language Arts, a Team Leader for Mathematics, a Home Study Coordinator, and a stenographer. The staff will report to the Director of Secondary Education. The Supervisors of Language Arts and Mathematics will serve as members of the team. Their charge will be to:

1. provide general direction and curriculum leadership for SCIP
2. plan staff development activities
3. respond to special needs that may arise
4. provide liaison with districts to insure overall commonality of purpose.

The city-wide SCIP Resource Center will house instructional materials and resources in the areas of language arts and mathematics. SCIP personnel in the districts will have this resource available to them for the inservice needs of the school personnel with whom they work.

Two SCIP Instructional Associates will be assigned to each of the four district offices. (District V schools will be served by the above staff.) The district staff will consist of an Instructional Associate in Language Arts, and Instructional Associate in Mathematics, and a stenographer. Two thousand dollars will be budgeted for each district.

The district staff will:

1. provide school personnel and community with information about SCIP
2. interpret the SCIP philosophy and mastery learning theory

ATTACHMENT 7
(page 1)

COPY - page 2

3. provide support for principals and assistance in developing leadership in their schools
4. assist the principals with the development and modification of their proposals and the implementation of their SCIP programs
5. provide inservice in areas as individualizing instruction and grouping, mastery learning strategies, and diagnosis and prescription
6. provide for close coordination between the Title I program and the basic program and between the central office staff and the school sites
7. share successful models and practices among schools.

Funds for local school principals and staff to implement SCIP at each school have been retained at the same level as last year.

June 29, 1979

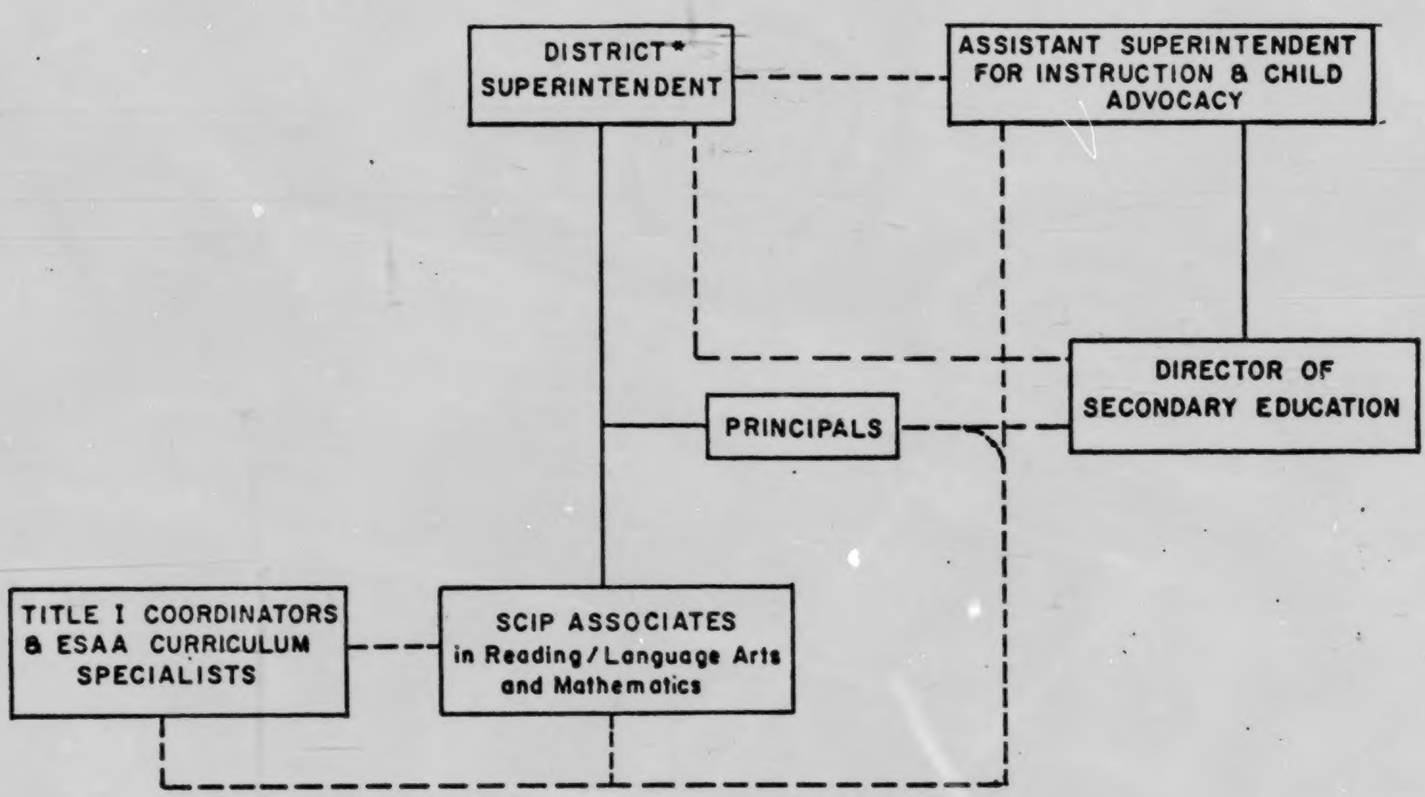
ATTACHMENT 7
(page 2)

SCIP Decentralized Curriculum Committee

The demands and needs of the schools for support services were so great that a separate Staff Development Model was later established, and the SCIP Associates in the district offices were charged with three areas for implementation in the schools: (1) the Management Information System; (2) the SCIP Five-Year Proposals, annual evaluations, and budgets; and (3) the interpretation and instructional use of CTBS scores and Louisiana Assessment results. (See attachment 8, "SCIP Decentralized Curriculum Services" chart.)

ATTACHMENT 8

SCIP DECENTRALIZED CURRICULUM SERVICES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ASSISTANT SUPERINTENDENT FOR INSTRUCTION & CHILD ADVOCACY
DIRECTOR OF SECONDARY EDUCATION
PRINCIPALS
TITLE I COORDINATORS & ESAA CURRICULUM SPECIALISTS
SCIP ASSOCIATES in Reading/Language Arts and Mathematics

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* For SCIP services only,
District V secondary schools have been
assigned to Districts I,II,III, and IV

Components of Secondary Curriculum Improvement Program

As the SCIP efforts began to be organized, several components became discernible:

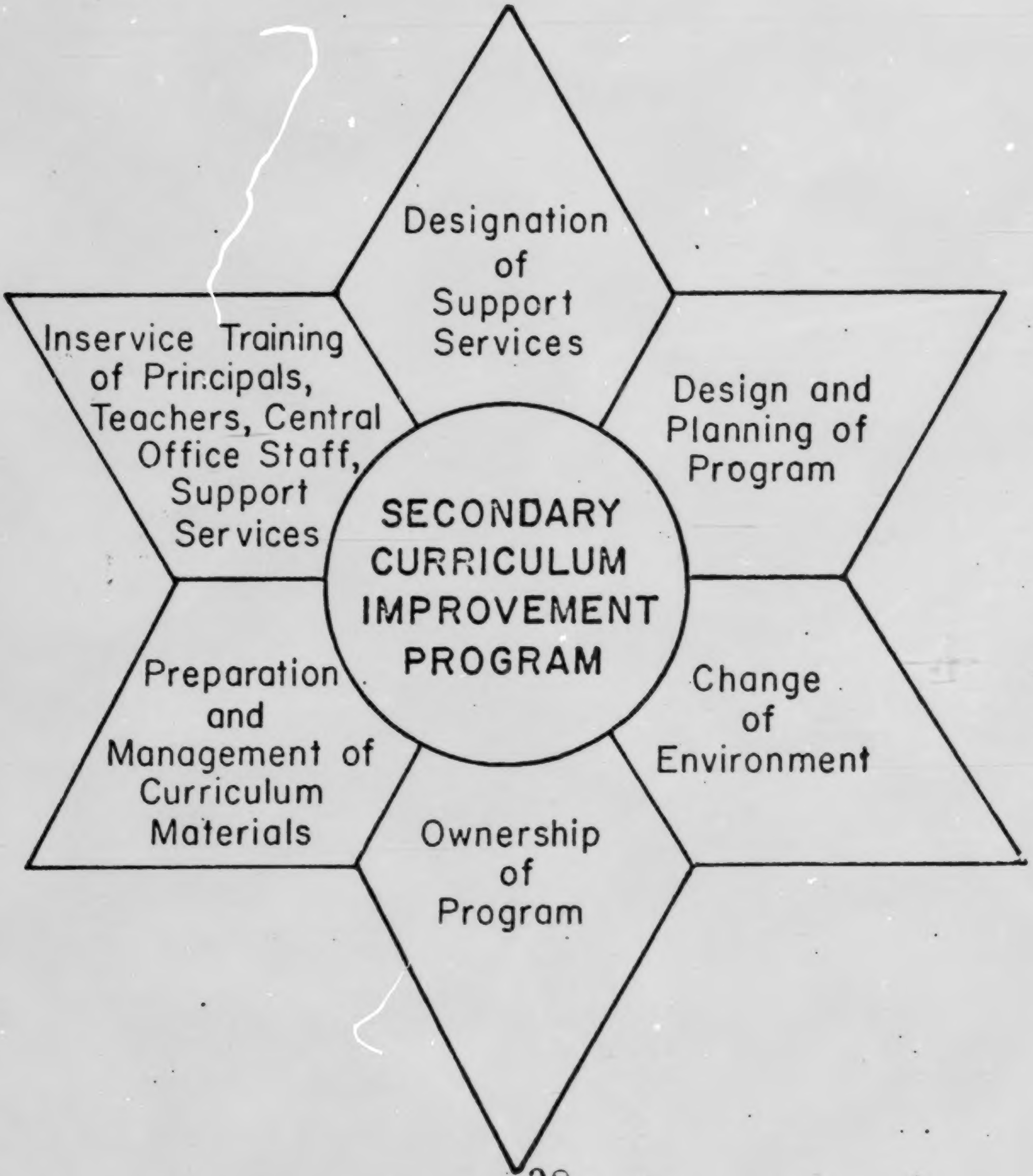
1. Curriculum support services and external and internal resources were being identified, mobilized, and activated.
2. The best thinking and the concerted efforts of teachers, school administrators, curriculum specialists, universities, community, parents, other external resources, and Top Management were being tapped to design and plan the program in about forty-seven secondary schools in the curriculum areas of language arts and mathematics (initially).
3. Mastery Learning would transform the environment of the secondary school as it has been known, primarily manifested through the teacher becoming a manager and facilitator of learning rather than a dispenser of information and through a refining of the curriculum in stated and measurable objectives.
4. For SCIP to succeed, the program would not be designed at the central office and mandated in the schools. Rather, certain necessary tasks would be performed centrally with the curriculum specialists, consultants, community, and school representatives working together; and individual schools would conduct a needs assessment and prepare a plan that would respond to identified needs.

5. Curriculum materials would be provided to the schools, and schools would be able to select materials and equipment to support their plans. Through inservice and with the assistance of human and material support services, schools would have available the expertise, help, and supplies to implement SCIP successfully.
6. Staff development and inservice would be a continuing and essential dimension of SCIP without which the program would not succeed.

(See attachment 9, "Components of Secondary Curriculum Improvement Program [SCIP].")

COMPONENTS OF SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

NEW ORLEANS PUBLIC SCHOOLS


Designation of Support Services
Design and Planning of Program
Change of Environment
Ownership of Program
Preparation and Management of Curriculum Materials
Inservice Training of Principals, Teachers, Central Office Staff, Support Services
SECONDARY CURRICULUM IMPROVEMENT PROGRAM

ATTACHMENT 9

PART II

BEGINNING THE CENTRAL OFFICE TASKS

SCIP Reading/Language Arts Continua of Skills

The individual schools started to work on their needs assessments in October of 1977. At the same time, central office and field personnel, together with community and consultant help, began to identify and organize the skills expected of secondary students. These skills were ordered by topics (strands) and divided into five Cycles: I, Foundational; II, Functional; III, Operational; IV, Extended; and V, Augmented. The Cycles are applicable within any of the "grade" levels or "chronological age" groupings. A sample of the arrangement of the language arts and mathematics skills and strands may be seen on the following pages. (See attachments 10 and 11, "Cycles for Skills in Language Arts" and "Cycles for Strands in Mathematics.")

ATTACHMENT 10

LANGUAGE ARTS

	CYCLE I	CYCLE II	CYCLE III	CYCLE IV	CYCLE V
LISTENING	DISCRIMINATION LANGUAGE CONCEPTS INFORMATION ANALYSIS PARTICIPATION SOCIALIZATION	DISCRIMINATION LANGUAGE CONCEPTS INFORMATION ANALYSIS PARTICIPATION SOCIALIZATION	DISCRIMINATION LANGUAGE CONCEPTS INFORMATION ANALYSIS PARTICIPATION SOCIALIZATION	DISCRIMINATION LANGUAGE CONCEPTS ANALYSIS PARTICIPATION SOCIALIZATION	DISCRIMINATION LANGUAGE CONCEPTS ANALYSIS PARTICIPATION SOCIALIZATION
CONCEPTS	VOCABULARY GROWTH VOCABULARY DIVERSITY	VOCABULARY GROWTH VOCABULARY DIVERSITY	VOCABULARY GROWTH VOCABULARY DIVERSITY TECHNICAL VOCABULARY	VOCABULARY GROWTH VOCABULARY DIVERSITY TECHNICAL VOCABULARY	VOCABULARY GROWTH VOCABULARY DIVERSITY TECHNICAL VOCABULARY
COMPREHENSION	CONCEPTUAL PROCESSES LITERARY PROCESSES	CONCEPTUAL PROCESSES LITERARY PROCESSES	CONCEPTUAL PROCESSES LITERARY PROCESSES	CONCEPTUAL PROCESSES LITERARY PROCESSES	CONCEPTUAL PROCESSES LITERARY PROCESSES
REFERENCE AND STUDY	LOCATIONAL SKILLS ORGANIZATIONAL SKILLS TEST TAKING SKILLS STUDY SKILLS	LOCATIONAL SKILLS ORGANIZATIONAL SKILLS TEST TAKING SKILLS STUDY SKILLS	LOCATIONAL SKILLS ORGANIZATIONAL SKILLS TEST TAKING SKILLS STUDY SKILLS	LOCATIONAL SKILLS ORGANIZATIONAL SKILLS TEST TAKING SKILLS STUDY SKILLS	LOCATIONAL SKILLS ORGANIZATIONAL SKILLS TEST TAKING SKILLS STUDY SKILLS
SPEAKING	DICTION SYNTAX STYLE ORGANIZATION INFORMATION DELIVERY SOCIALIZATION	DICTION SYNTAX STYLE ORGANIZATION INFORMATION DELIVERY SOCIALIZATION	DICTION SYNTAX STYLE ORGANIZATION INFORMATION DELIVERY SOCIALIZATION	STYLE ORGANIZATION INFORMATION DELIVERY SOCIALIZATION	STYLE ORGANIZATION INFORMATION DELIVERY SOCIALIZATION
WRITING	CLARITY COMPOSITION USAGE SYNTAX FORM MECHANICS	CLARITY COMPOSITION USAGE SYNTAX FORM MECHANICS	CLARITY COMPOSITION USAGE SYNTAX FORM MECHANICS	CLARITY COMPOSITION USAGE SYNTAX FORM MECHANICS	CLARITY COMPOSITION USAGE SYNTAX FORM MECHANICS

ATTACHMENT 11

MATHEMATICS

			CYCLE I	CYCLE II	CYCLE III	CYCLE IV	CYCLE V
STRANDS	Numeration		X	X	X		
	Whole Numbers	Add	X	X	X		
		Subtract	X	X			
		Multiply	X	X	X		
		Divide	X	X	X		
	Fractions		X	X	X		
	Ratio and Proportion				X	X	
	Decimals		X	X	X	X	
	Integers		X	X	X	X	X
	Per Cent			X	X	X	X
	Probability and Statistics				X	X	
	Graphs		X	X	X	X	X
	Sets and Logic		X	X		X	X
	Measurement		X	X	X		
	Geometry		X	X	X	X	X
	Problem Solving		X	X	X	X	X
	Augmented					X	

SCIP Minimum Competencies

Minimum Competencies were distilled from the Skills Continua and Objectives. However, the distribution cover letter for the Minimum Competencies document carried an admonition (reinforced by inservice) that Mastery Learning is creative and challenging and provides the mechanism to counteract any inclination toward minimal performance. Just as the preparation of the overall continua was a joint effort of many constituencies and just as the finished document was validated by a broad-based Validating Task Force, the Minimum Competencies were also subjected to the same scrutiny and validation.

Management Information System

Later the Management Information System for the Minimum Competencies would be designed and computerized, but the documents listing the overall Continua of Objectives and the Minimum Competencies were distributed and placed into use by reading, English, and mathematics teachers as they were being inserviced (a continuing process). The focus of staff development in the use of Mastery Learning is on the overall model which incorporates the Minimum Competencies as a subset.

PART III

BEGINNING THE TASKS AT THE INDIVIDUAL SCHOOL SITES

Needs Assessment

At the time that the central office began work on the Continua of Language Arts and Mathematics Skills, curriculum specialists assisted the schools to conduct a needs assessment. School committees consisted of the principal as the chairperson, teachers, counselors, librarians, parents, community members, students, and other staff such as the custodian(s), clerk(s), nurse, etc. Curriculum topics were addressed, and the school staff decided upon procedures to identify and prioritize needs. (See attachment 12, "Topics for Needs Assessment.")

TOPICS FOR NEEDS ASSESSMENT

TEACHING MATHEMATICS IN THE CONTENT AREA
MEETING THE RANGE OF STUDENT ABILITIES
PROCESSES FOR RESPONDING TO STAFF NEEDS
DEVELOPING A READING SKILLS CONTINUUM
DEVELOPING A MATHEMATICS SKILLS CONTINUUM
DETERMINING PROCESSES FOR CONTINUING ASSESSMENT
UTILIZING COMMUNITY RESOURCES
PROGRAMMING FOR CURRICULUM CHANGE
MEANS FOR IMPROVING HOME/SCHOOL RELATIONS
EXTENDING THE GUIDANCE FUNCTION
TEACHING READING IN THE CONTENT AREA
DEVELOPING ALTERNATIVE INSTRUCTIONAL STRATEGIES
DEVELOPING INTERDISCIPLINARY PROGRAMS
TEACHER AS INSTRUCTIONAL MANAGER
IMPROVING THE ATMOSPHERE FOR LEARNING

ATTACHMENT 12

Curriculum departments or the Curriculum Council at a school were existing groups that could do the initial work on individual topics and make recommendations for the total staff to decide. The assessment instrument was color-coded by topics; strengths and weaknesses were identified; five important strengths and weaknesses were listed; these five important strengths and weaknesses were prioritized; finally, the school staff decided what the primary need of the school was in the area of each topic. (See attachment 13, sample instrument of "Instructions to Group Leaders and Principals.")

INSTRUCTIONS TO GROUP LEADERS AND PRINCIPALS

1. After your staff has divided into smaller groups, let each group take a topic for discussion.
2. Ask each group to use a "brainstorming" process to enumerate those factors which aid and those which impede your school's satisfaction of the needs indicated by the topic. (Take about 10 minutes for the brainstorming process.)

+		-
Factors Which Aid Progress	TEACHING MATHEMATICS IN THE CONTENT AREA	Factors Which Impede Progress

ATTACHMENT 13
(page 1)

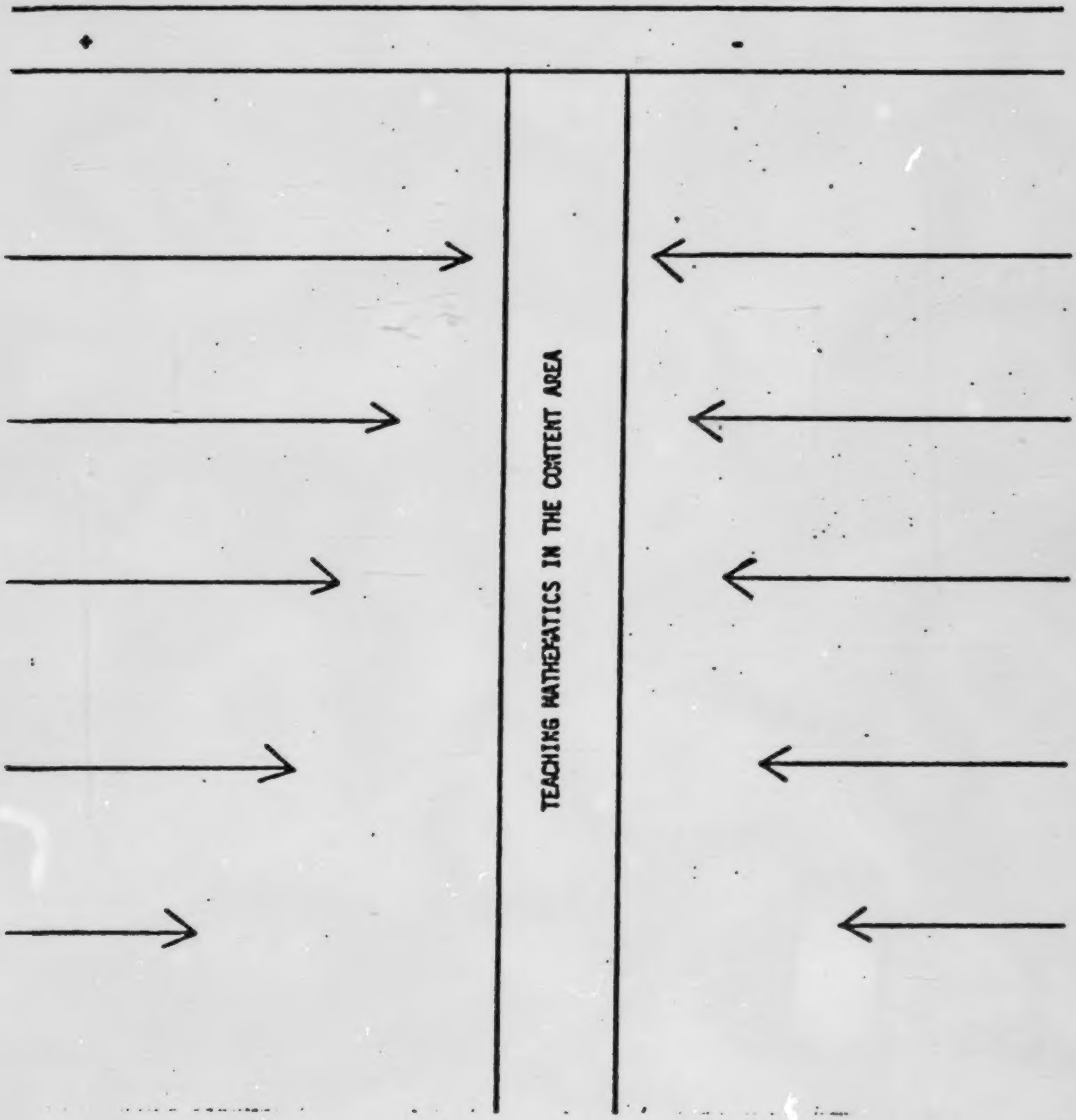
3. Select, as a group, the five strongest factors from each category.

+		-
Factors Which Aid Progress	TEACHING MATHEMATICS IN THE CONTENT AREA	**Factors Which Impede Progress**
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

4. Determine the strength of each factor in the positive and negative categories by rating them on a scale of 1 to 5. (Using 5 indicating the factor has the greatest significance for your group.

ATTACHMENT 13
(page 2)

5. For each category, list the five factors, positive and negative, according to strength, on the appropriate line in the chart below.


+
-
TEACHING MATHEMATICS IN THE CONTENT AREA

ATTACHMENT 13
(page 3)

6. Discuss which factors are working most in your favor and which are impeding your progress. Weigh your negative factors against your positive factors and decide those needs which are most significant. Write them on the chart below.

PRIMARY NEEDS OF ______________________
School

IN THE AREA OF TEACHING MATHEMATICS IN THE CONTENT AREA
Discussion topic

ATTACHMENT 13
(page 4)

Action Plans

Schools began to contemplate how they would address the identified needs. The umbrella considerations were: (1) target language arts and mathematics; (2) use the basic documents distributed to the schools, i.e., Continua of Skills in Language Arts and Mathematics and Minimum Competencies; and (3) use Mastery Learning as a systemwide philosophy and technique for teaching/learning.

Early Pilots

Through the commitment of the Title I Citywide Advisory Committee and negotiations with the State Department of Education, in March of 1978 pilot management systems of the commercial type were inaugurated in eight schools. Although the plan was to design and develop a system without commercial "packages," these early pilots provided assistance to the disadvantaged students as well as "live" models of the application of Mastery Learning techniques to be used by curriculum specialists for staff development.

Planning Proposals

Unanticipated tax revenues resulted in a budget surplus of about $500,000 at the close of the 1977-78 school year. The School Board allocated these funds to the secondary schools in the form of grants to be claimed upon the presentation of a satisfactory plan outlining how the school would develop a five-year proposal in language arts and mathematics with a home-study component during the summer of 1978. A sum of $100,000, one-fifth of the total allocation, was set aside for the design and preparation of test items and a management information system for evaluation purposes. The largest school, population of about 2500, would claim $20,000 earmarked for summer planning; the smallest schools would receive $500 each. (See attachment 14, "Proposal Grants - Scale - Summer 1978.")

SECONDARY CURRICULUM IMPROVEMENT PROGRAM

PROPOSAL GRANTS

SCALE
Summer 1978

Senior

1.	2501 - 3000	$20,000	Abramson
2.	2001 - 2500	17,000	Carver, Cohen
3.	1501 - 2000	14,000	Washington, Walker, McDonogh 35, Fortier
4.	1001 - 1500	11,000	John McDonogh, Nicholls Kennedy, Landry, Clark, Easton
5.	501 - 750	8,000	Franklin, Rabouin
6.		6,000	McMain Magnet
		4,000	Gateway
		500	Fink
		500	N.O.C.C.A.
		500	Haughery
		500	Spectrum
	TOTAL	$204,000	

Junior

1.	1501 - 2000	$14,000	Karr
2.	1001 - 1500	11,000	Bell, Lawless, Woodson
3.	751 - 1000	10,000	Kohn, Gregory, Colton
4.	501 - 750	8,000	Phillips, Beauregard, McDonogh 28, Frederick, Capdau
5.		500	Danneel TMR Center
		$117,500	

Middle

1.	1001 - 1500	$ 11,000	Livingston, Derham
2.	751 - 1000	10,000	Carver, Behrman
3.	501 - 750	8,000	Green, Live Oak, Peters, Priestley, Wright
		5,000	McMain
	TOTAL	$87,000	

TOTAL $408,500

ATTACHMENT 14

SCIP Review Committee

A Review Committee, chaired by the Director of Secondary Education, was established. (Refer to attachment 5.) A District Superintendent, the Director of the Center for Educational Improvement, the Director of Computer Services, the Director of Research and Evaluation, the Director of Budget, the Supervisors of Language Arts and Mathematics, the Team Leaders for Language Arts and Mathematics, the Home Study Coordinator, principal representatives, teacher representatives, and other specialists, as needed, served on the Committee. As an initial task, the Review Committee drew up a check list for the Planning Proposals to be submitted by the schools and distributed it to the schools. (See attachment 15, "Planning Proposal Check List.")

COPY

DIVISION OF CURRICULUM

SECONDARY CURRICULUM IMPROVEMENT PROGRAM

PLANNING PROPOSAL

Check List

School:______________________________ Principal:______________________________

Date:____________________ Total Staff:______________________________

Total Enrollment:______________________________

1. Reading, Language Arts, and Mathematics curricula areas are represented in the composition of the Planning Committee.

2. Plans indicate that the Planning Committee will review the Needs Assessment and Action Plan and the check list by which the SCIP Proposal presented by the school will be evaluated.

3. The number of days set aside for planning is reasonable.

4. The description of the planning activities is clear and well-organized.

5. A sufficient cross-section of parent/community representatives is involved.

6. A sufficient cross-section of students is involved.

7. a. The total faculty is involved at some point in validating the Planning Committee's SCIP Proposal.

   b. Where program start-up or pilot is projected for 1978-79, appropriate staff development activities are planned prior to the opening of school.

8. If a pilot program is planned, the description, the budget, and the evaluation of this program are included in the proposal.

9. Where needed, consultant services are specified in the planning and the appropriate consultant request form is attached to the proposal.

10. A timeline is included in the proposal.

11. a. The budget is included and contains the needed degree of specificity concerning such items as:

    I. Personnel
    II. Materials
    III. Evaluation
    IV. Etc.

ATTACHMENT 15
(page 1)

COPY - Page 2

b. No more than approximately 50% of the funds is allocated for stipends for staff.

c. Stipends are based upon $30.00 a day for teachers.

d. Stipends are based upon $35.00 a day for administrators.

e. Stipends do not overlap with salaries or other stipends already being paid to these personnel.

12. An evaluation component is included in the proposal.

Comments:

I recommend, do not recommend funding for this Planning Proposal.

Due to the quality of this proposal, I recommend funding on a scale which relates to the size of the enrollment:

at a minimum level   at a middle level   at a maximum level

Signature:________________________ Date________________________

Representing:________________________

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Secondary Curriculum Improvement Program
New Orleans Public Schools

ATTACHMENT 15
(page 2)

Schools were charged by the Superintendent to be creative and innovative in the development of their plans; yet the schools wanted guidelines. The check list provided some guidelines, but also left room for creativity on the part of the schools.

First-Year Proposal Grants

Although the budget for Orleans Parish for 1978-79 suffered deep cuts due to a strike by employees, and the SCIP budget was not spared, funds were provided for continuation of the necessary support services and for grants to the schools for the first year of piloting and implementation of their five-year plans. (See attachment 16, "Proposal Grants - Scale - 1978-79.")

·SECONDARY CURRICULUM IMPROVEMENT PROGRAM

PROPOSAL GRANTS

SCALE

1978-79

Senior

1.	2501 - 3000	$ 29,200	·Abramson
2.	2001 - 2500	24,820	Carver, Cohen
3.	1501 - 2000	20,440	Washington, Walker, McDonogh 35, Fortier
4.	1001 - 1500	16,060	John McDonogh, Nicholls Kennedy, Landry, Clark, Easton
5.	501 - 750	11,680	Franklin, Rabouin
6.		8,760	McMain Magnet
		5,840	Gateway
		500	Fink
		500	N.O.C.C.A.
		500	Haughery
		500	Spectrum

Junior

1.	1501 - 2000	$ 20,440	Karr
2.	1001 - 1500	16,060	Bell, Lawless, Woodson
3.	751 - 1000	14,600	Kohn, Gregory, Colton
4.	501 - 750	11,680	Phillips, Beauregard McDonogh 28, Frederick, Capdau
5.		500	Danneel TMR Center

Middle

1.	1001 - 1500	$ 16,060	Livingston, Derham
2.	751 - 1000	14,600	Carver, Behrman
3.	501 - 750	11,680	Green, Live Oak, Peters, Priestley, Wright
		7,300	McMain

TOTAL $595,260

ATTACHMENT 16

These grants could be claimed by each school upon acceptance of that school's five-year plan with the first-year budget. To accomplish this, the Review Committee provided a proposal check list, the first sheet of which presented a profile of the school requesting its grant. In addition to the profile, proposal, and first-year budget, a representative group from the SCIP school-based committee (an administrator, usually the principal; a maximum of two teachers; and a maximum of two parents, if they represented different parent groups at the school) discussed the proposal with the Review Committee. (See attachment 17, "Proposal Check List.")

DIVISION OF CURRICULUM
NEW ORLEANS PUBLIC SCHOOLS
SECONDARY CURRICULUM
IMPROVEMENT PROGRAM
(SCIP)

PROPOSAL CHECK LIST

Name of School______________________________ **Date of Proposal**____________________

Principal ______________________________

Student Population: **Total:** ________
(Exclude SE students except Gifted)

Grade:______ ______

Grade:______ ______

Grade:______ ______

Grade:______ ______

Staff: **Total**________

Administrators________

Regular Teachers________
(Exclude SE teachers except gifted)

Externally-Funded Professional Teachers____

Counselors ______

Librarians ______

Paraprofessionals ______
(Exclude SE)

Others ______

Student Population Addressed in Proposal:	Number achieving above average range	Number achieving within average range	Number achieving below average range
Total			
Grade 6 (middle school)			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Scale to be Used in Check List:

na	Not Applicable
1	Missing but Needed
2	Poor
3	Fair
4	Very Good
5	Excellent

ATTACHMENT 17
(page 1)

ITEM	SCALE	COMMENTS AND NOTES
1. Needs Assessment:		
Identification of Strengths	na 1 2 3 4 5	
Identification of Weaknesses	na 1 2 3 4 5	
2. Rationale for Proposal:	na 1 2 3 4 5	
3. Involvement in Proposal: (Consider the per cent of personnel in relation to the staff above, in profile on first sheet, in the proposal.)		
A. Staff		
Total	na 1 2 3 4 5	
Administrators	na 1 2 3 4 5	
Regular Teachers	na 1 2 3 4 5	
Counselors	na 1 2 3 4 5	
Librarians	na 1 2 3 4 5	
Paraprofessionals	na 1 2 3 4 5	
Others	na 1 2 3 4 5	
B. Community		
Parent Organization	na 1 2 3 4 5	
Community Members Other Than Parents	na 1 2 3 4 5	
Other	na 1 2 3 4 5	
C. Student		
Student Council	na 1 2 3 4 5	
Other	na 1 2 3 4 5	

ATTACHMENT 17
(page 2)

ITEM	SCALE	COMMENTS AND NOTES
4. Description of Program Proposed		
A. Objectives	na 1 2 3 4 5	
B. General Description	na 1 2 3 4 5	
C. Identification of Student Population(s)		
Total	na 1 2 3 4 5	
Grade	na 1 2 3 4 5	
Grade	na 1 2 3 4 5	
Grade	na 1 2 3 4 5	
Grade	na 1 2 3 4 5	
D. Components and Activities of Program		
Total	na 1 2 3 4 5	
Phase I	na 1 2 3 4 5	
Phase II	na 1 2 3 4 5	
E. Personnel		
Professional	na 1 2 3 4 5	
Paraprofessional	na 1 2 3 4 5	
Clerical	na 1 2 3 4 5	
F. Pupil/Teacher Ratio	na 1 2 3 4 5	
G. Staff Development		
Human Resources		
School	na 1 2 3 4 5	
System	na 1 2 3 4 5	
Outside	na 1 2 3 4 5	
Material Resources for Staff Development	na 1 2 3 4 5	
Overall Rating	na 1 2 3 4 5	
H. Timelines		
Total Program (If you address the Total Program at once, omit reply to phases)	na 1 2 3 4 5	
Phase I	na 1 2 3 4 5	

ITEM	SCALE	COMMENTS AND NOTES
Phase II	na 1 2 3 4 5	
Phase III	na 1 2 3 4 5	
Overall Rating	na 1 2 3 4 5	
I. Material Resources for Program Proposed	na 1 2 3 4 5	
5. Budget		
Personnel	na 1 2 3 4 5	
Staff Development	na 1 2 3 4 5	
Material Resources	na 1 2 3 4 5	
Facilities	na 1 2 3 4 5	
Support Services, if any	na 1 2 3 4 5	
Evaluation Materials	na 1 2 3 4 5	
6. Evaluation		
Plan	na 1 2 3 4 5	
Schedule	na 1 2 3 4 5	
Materials	na 1 2 3 4 5	

OVERALL COMMENTS AND NOTES

My overall ppinion of this proposal is:

1	2	3	4	5
negative	moderate	favorable	enthusiastic	very enthusiastic

The amount of funds recommended is________________________________

Signature:________________________________

Title: ________________________________

Date:____________________

Representative of:________________________

ATTACHMENT 17
(page 5)

The school committee brought with it a validation form as part of the process to assure the SCIP Review Committee that ownership and commitment existed at the school level for the proposal. (See attachment 18, "Proposal Process Validation Form.")

SCIP PROPOSAL PROCESS VALIDATION FORM

SCHOOL: ______________________ DATE: ______________

On ______________ the faculty of the ______________________
DATE SCHOOL

validated the SCIP Proposal that was generated by the Planning Committee during the summer of 1978.

____
Principal

____
Assistant Principal

____
Administrative Consultant

____
Counselor

____
Librarian

____
Head of Department, English

____
Head of Department, Mathematics

____
Head of Department, Reading

____
Head of Department, Social Studies

____
Head of Department, Science

____
Head of Department, Foreign Language

____
Head of Department, Physical Education

____
Head of Department, Industrial Arts

____
Head of Department, Home Economics

____
Head of Department, Vocal Music

ATTACHMENT 18
(page 1)

Page 2..........
SCIP Proposal Process Validation Form

Head of Department, Instrumental Music

Head of Department, Business Education

Head of Department, Distributive Education

The following parents endorse the SCIP Proposal:

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

The following students endorse the SCIP Proposal:

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

ATTACHMENT 18
(page 2)

Subsequent Proposal Grants and Annual Evaluation by Each School

Each year the School Board has budgeted support services and grants for the individual schools. Annual requests for budgets are submitted to the SCIP Review Committee, and school committees discuss with the Review Committee the evaluation conducted at the school at the end of the previous year with any changes in plans to correct weaknesses. District Superintendents receive copies of these evaluations for any action that they may deem necessary. (See attachment 19, "Proposal Grants - Scale - 1980-81.")

SECONDARY CURRICULUM IMPROVEMENT PROGRAM

PROPOSAL GRANTS

SCALE
1980-81

Senior

1.	2001 - 2500	24,400	Abramson
2.	1501 - 2000	20,100	Carver, Walker, Washington
3.	1001 - 1500	15,800	Clark, Cohen, Easton, Fortier, Kennedy, Landry, John McDonogh, McDonogh 35, Nicholls.
4.	501 - 750	11,500	Franklin, Rabouin
5.		2,500	Grasp 1A and 1B
		2,500	Haughery
		1,500	NOCCA
		1,500	Fink
		1,500	Grasp 2A and 2B
		800	Career Skills Center

Junior

1.	1001 - 1500	15,800	Bell, Gregory, Karr, Lawless, Woodson
2.	751 - 1000	14,400	Colton, Kohn
3.	501 - 750	11,500	Beauregard, Capdau, Phillips,
4.		1,500	Danneel TMR Center

Middle

1.	1501 - 2000	20,100	Livingston,
2.	751 - 1000	14,400	Carver, Derham, Live Oak
3.	501 - 750	11,500	Behrman, Green, Peters, Wright.

ATTACHMENT 19

Annual Norm-Referenced Testing as Evaluation

In addition to evaluation by measurement of stated objectives at each school site, every student in the New Orleans Public Schools is tested annually in the spring in the areas of reading and mathematics on a norm-referenced test. The test used during 1978, 1979, and 1980 (and for several years prior) was the Comprehensive Test of Basic Skills (CTBS). Although gains were most substantial at the lower levels, there is every reason to expect similar achievement at the higher levels as SCIP becomes more fully implemented. A comparison of scores in reading and mathematics for the three years indicates the need for special attention to mastery of reading skills, and this concern is being addressed in the Staff Development Model activated in the summer of 1980 and discussed later. (See attachment 20, "Summary of Scores on CTBS.")

ATTACHMENT 20

SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

SUMMARY OF SCORES OF STUDENTS IN THE NEW ORLEANS PUBLIC SCHOOLS ON THE COMPREHENSIVE TEST OF BASIC SKILLS*

PERCENTILE

	READING			MATHEMATICS		
GRADE	1978	1979	1980	1978	1979	1980
K	40	47	50	46	54	53
1	38	42	44	37	49	51
2	43	51	48	49	60	58
3	48	54	56	43	49	54
4	37	45	47	45	52	55
5	47	45	49	44	51	56
6	41	46	48	49	56	59
7	38	46	45	34	41	44
8	37	42	40	39	46	45
9	36	41	39	32	37	40
10	28	32	32	22	26	28
11	26	29	30	24	29	31
12	21	22	21	18	21	22

---

*ALL PERCENTILES EXCEPT K AND 1 ARE BASED ON LARGE CITY NORMS, K AND 1 ARE BASED ON NATIONAL NORMS.

Also, part of the monies obtained from the one-half-cent tax referendum recently passed in New Orleans for the public schools will be dedicated to the employment of Reading Specialists who will focus on diagnosis of reading problems, prescriptions to remediate such problems, and attendant staff development. It is evident that more reading classes are needed in the secondary schools. Some of the tax referendum monies earmarked for instruction will also be used for identified staff development needs, such as the retraining of teachers in other curriculum areas for the teaching of reading.

Summary of SCIP Five-Year Plans for Schools

From the beginning, the role of the principal in each school has been designated the focal point for the SCIP effort. Consequently, each school has moved at a different pace, and a summary of the status of the schools reveals that in January of 1981, thirty-six schools are implementing full five-year plans; five schools are implementing four-year plans; and two schools are implementing three-year plans. (Plans and/or budgets are returned to the schools by the SCIP Review Committee until they are complete, feasible, within guidelines, etc.) Three schools have closed, and outside funding for the existence of one has been terminated.

More Time-on-Task

Schools have found ways to open up the traditional six-period day at the secondary level. With the emphasis on basic skills, some schools at the junior high and middle levels have turned to a seven-period day to continue to emphasize basic skills yet preserve the array of electives mandated by the age. Tutorial assistance is available before and after school, and attendance is excellent even when on a voluntary basis. (See attachment 21, advertisement issued to students by a senior high school - "SCIP TUTORIAL PROGRAM.")

GETTING A HEADACHE FROM
YOUR SCHOOL WORK ?

Come to the John McDonogh
Senior High School
SCIP TUTORIAL PROGRAM !!!

Come work to improve your
skills and your grades!!!

Raise your test scores !!!
Spend more time-on-task !!

HOMEWORK!
... TESTS!

Morning: 8:00 - 8:30 Every morning.

Subject	Room	Teacher	Days
English (Research)	Library	Mrs. V. Cincore	M T W Th F
Math (Basc, Cons, Bus)	103	Ms. G. Phillips	M T W Th F
Math (Algebra I&II)	106	Ms. O. Williams	M T W Th F
Math (Geometry)	102	Ms. M. Condon	M T W Th F
Math (Trig, Adv)	107	Mrs. D. Anderson	M T W Th F
Reading	113	Ms. J. Nay	M T W Th F
Science (All)	102	Ms. M. Condon	M T W Th F

Afternoon: 3:15 - 4:30 Every day except Fridays and holidays.

Subject	Room	Teacher	Days
English	Library	Ms. L. Jenkins	M T W Th
English	Library	Mr. R. Castleberry	M T W Th
Mathematics	Library	Ms. G. Phillips	W Th
Mathematics	Library	Mrs. B. Reeves	M T W Th
Science	Library	Mrs. V. Collins	T Th

These teachers are ready, willing, and able to serve you with

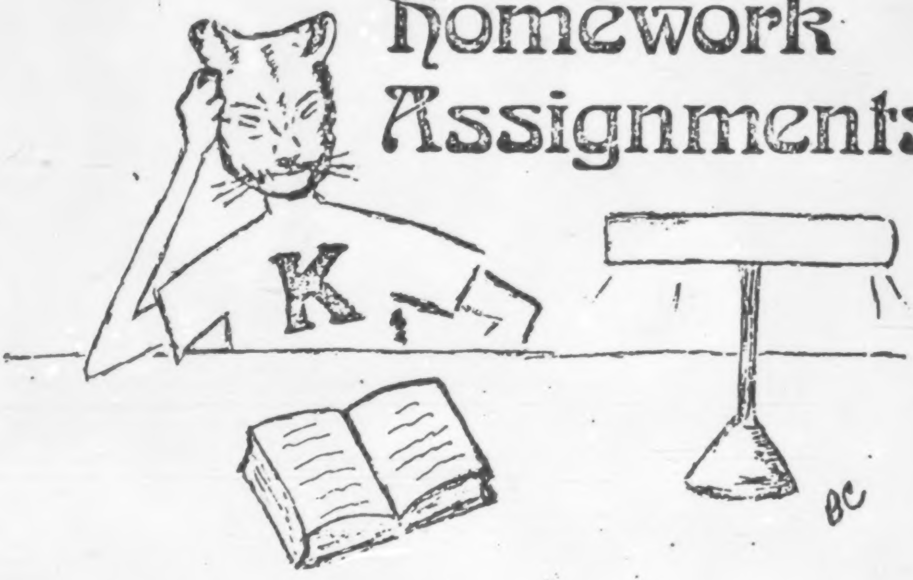
- Help with your homework !
- Review before and after tests !
- Preparation for ACT and other tests !
- Make-up work for absences !
- Help with special assignments !
- Help with SCIP Home Study sheets !

ATTACHMENT 21

Homework (refer to Part V) has become more significant, and, as an example of special efforts, several schools provide books in which assignments can be completed and kept together. (See attachment 22, title page from junior high school homework book - "Homework Assignments.")

EDNA KARR JUNIOR HIGH

Homework Assignments



ALMA MATER

Stand and sing our Alma Mater
Colors purple and gold
With heads held high in honor
As our banner does unfold
Let trumpets sound in splendor
And bells ring out with cheer
For fellow students and Karr School
That we love so dear!

FIGHT SONG

We are the Cougars, we are the bold
We are the Cougars, purple and gold
Onward to vic'try — On to fame
and bring honor to our name.
Rah! Rah! Rah!
We are the Cougars, we're on the field
We are the Cougars, we'll never yield
Fight! Fight! Our goal's not far
And we'll win it for dear old Karr!

ATTACHMENT 22

Students may also be scheduled to more than one period in basic skills, provided there is meaningful use of the additional time.

Altered School Atmosphere

Secondary schools report a more academic atmosphere. A visit to one of the secondary schools confirms what is reported. In fact, out-of-town visitors have inquired about the halls that are free of students, the lack of unproductive noise, the attention of students, the conscientiousness of teachers, the enthusiasm of SCIP coordinators in the schools, the pride of the principals, and the general decorum and learning atmosphere. This occurs repeatedly in schools chosen at random for visitation without foreknowledge of staff or students. One principal of a senior high school enjoys sharing the anecdote about the student on suspension who came to school for one class; he was found by the principal sitting in his SCIP class -- he "didn't want to miss it."

Title I Supplementary Classes

Since the inception of SCIP, Title I programs have been considered to be a supplementary dimension of the total SCIP effort.

PART IV

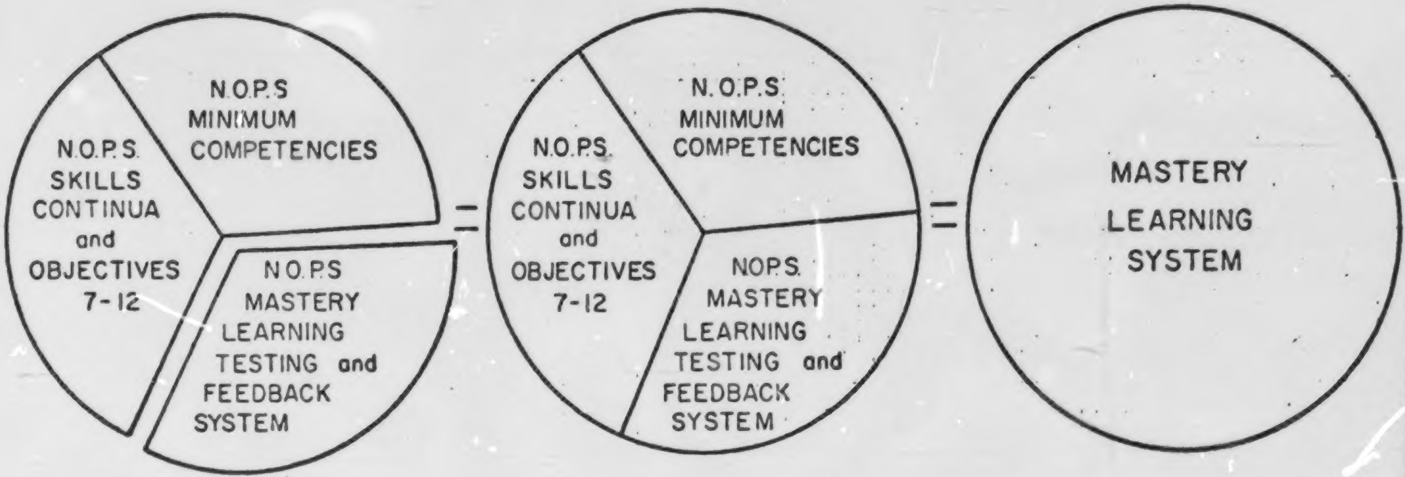
THE SCIP MANAGEMENT INFORMATION SYSTEM

Components of Mastery Learning System

When the New Orleans Public Schools Skills Continua and Objectives and the New Orleans Public Schools Minimum Competencies reached a certain point (the literary strand and the history of the English language in language arts and the advanced mathematics courses such as geometry, algebra, and computer science in mathematics still have not been written but are scheduled), the documents were distributed to the schools for use. Intensive staff development was begun, and is being continued and broadened. This early push was necessary because already the State Legislature and the State Department of Education were gearing up for minimum competency legislation and mandated evaluation and assessment. Approximately 40,000 students and forty-seven secondary schools were targeted. Although staff development centered upon competency-based education, not minimum competencies, through Mastery Learning, the need for a management system to furnish feedback to teachers on at least the minimums, but applicable in design beyond the minimums, was determined. With this third component set in place, a Mastery Learning System would truly exist. (See attachment 23, "Components of Mastery Learning System.")

ATTACHMENT 23

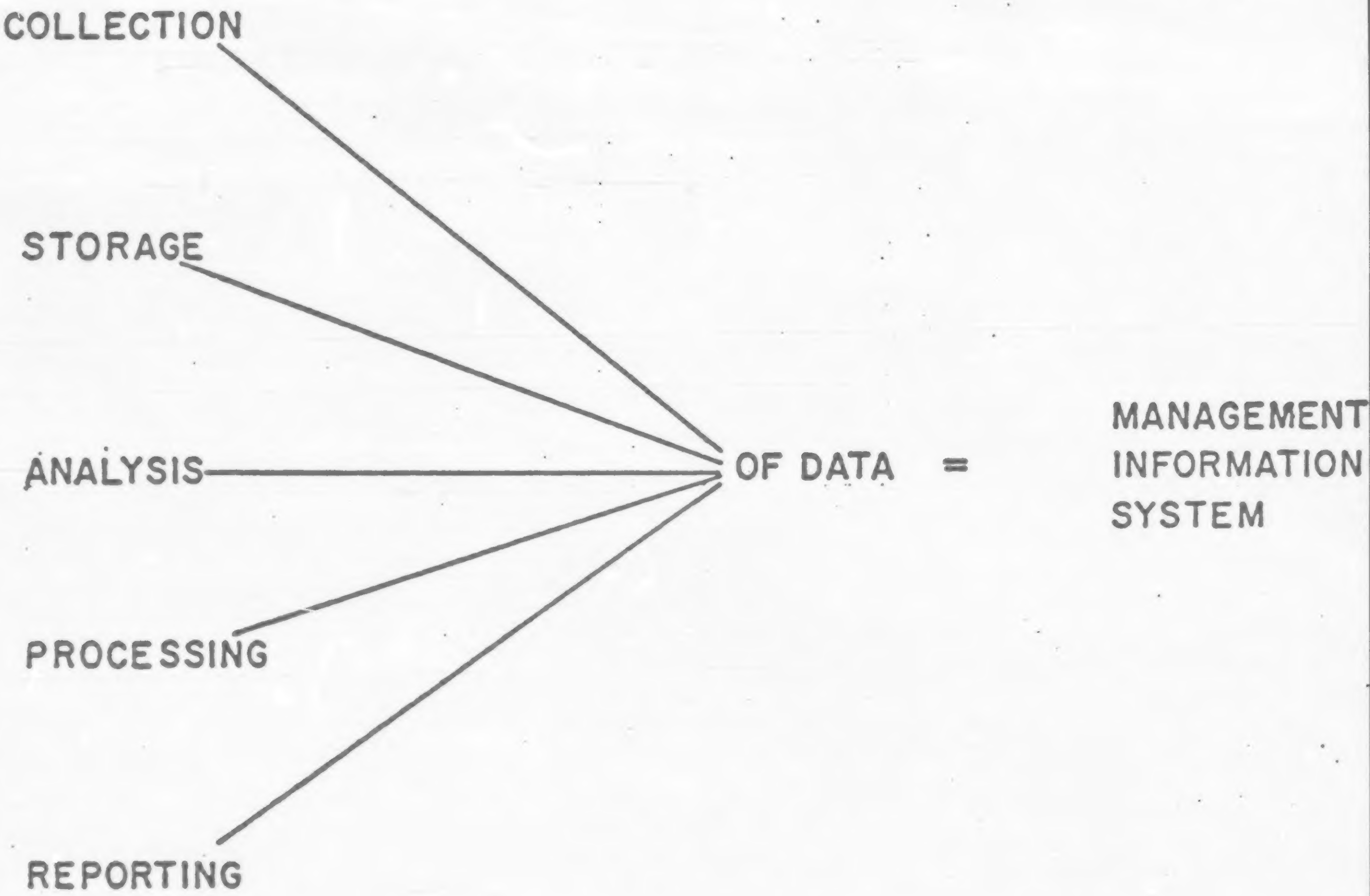
COMPONENTS of MASTERY LEARNING SYSTEM


N.O.P.S. SKILLS CONTINUA and OBJECTIVES 7-12
N.O.P.S MINIMUM COMPETENCIES
N.O.P.S MASTERY LEARNING TESTING and FEEDBACK SYSTEM
=
N.O.P.S. SKILLS CONTINUA and OBJECTIVES 7-12
N.O.P.S. MINIMUM COMPETENCIES
N.O.P.S. MASTERY LEARNING TESTING and FEEDBACK SYSTEM
=
MASTERY LEARNING SYSTEM

Purpose of the Mastery Learning Management Information System

The Mastery Learning Management Information System collects, stores, analyzes, processes, and reports on testing data from criterion-referenced tests administered to students to determine mastery or non-mastery of objectives. (See attachment 24, "Management Information System.")

MANAGEMENT INFORMATION SYSTEM


COLLECTION
STORAGE
ANALYSIS
PROCESSING
REPORTING
OF DATA =
MANAGEMENT
INFORMATION
SYSTEM

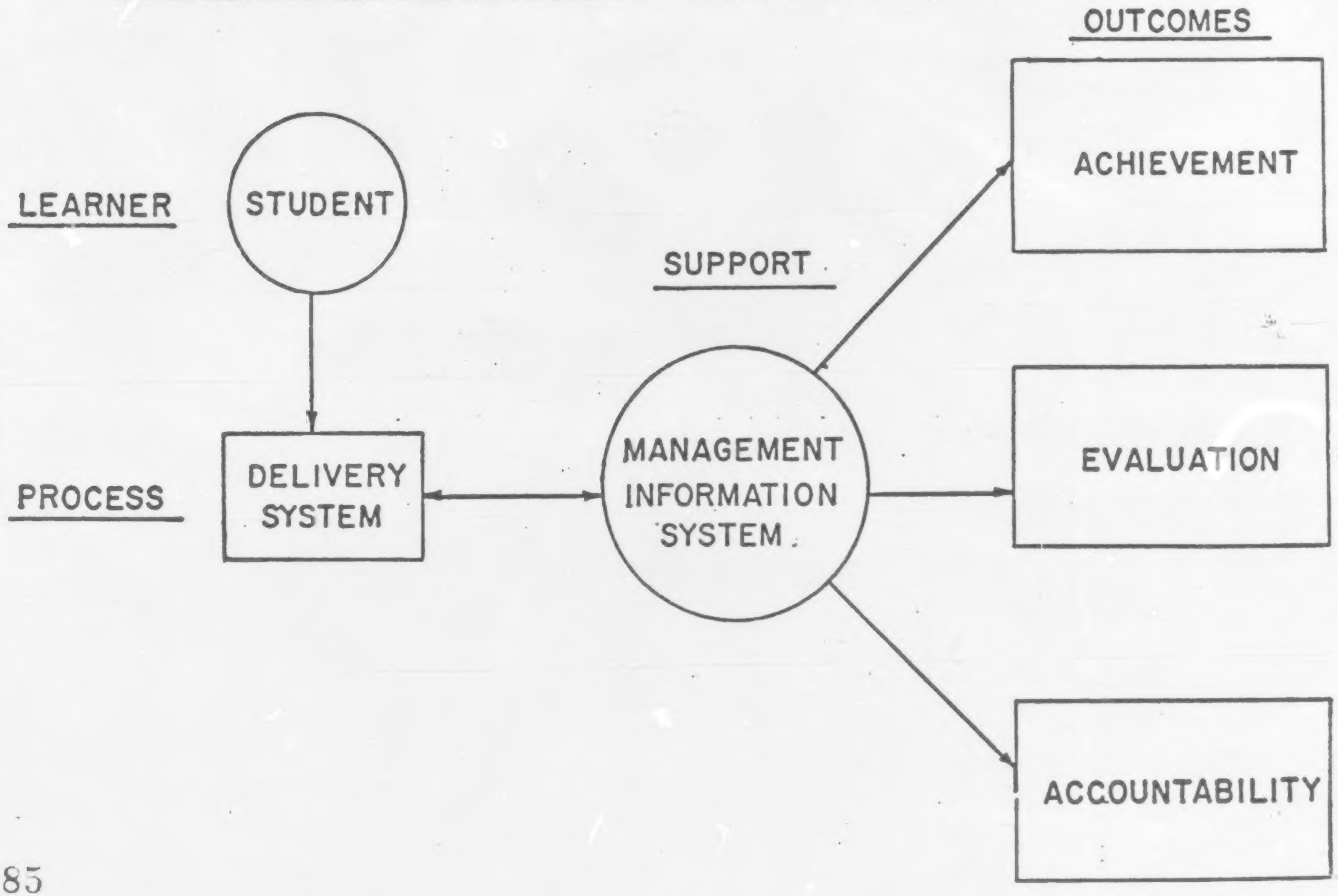
ATTACHMENT 24

Role of Management Information System

The learner, the student, proceeds through a process, the delivery system (instruction); the Management Information System (MIS) supports the delivery system by providing feedback to the teacher. By using MIS feedback, the teacher is able to group students according to mastery or non-mastery. For the students who have mastered, the teacher provides enrichment or extensions; for the students who have not mastered, the teacher provides correctives. The Management Information System also supports SCIP through providing data on achievement of students system-wide, evaluation in the form of various analyses, and evidence of accountability for the minimum competencies mandated by the State Department of Education and the State Legislature. (See attachment 25, "Role of Management Information System.")

ATTACHMENT 25

ROLE OF MANAGEMENT INFORMATION SYSTEM


OUTCOMES
ACHIEVEMENT
LEARNER
STUDENT
SUPPORT
MANAGEMENT INFORMATION SYSTEM
EVALUATION
PROCESS
DELIVERY SYSTEM
ACCOUNTABILITY

The Mastery Learning Cycle

The cyclical nature of Mastery Learning may be viewed as follows:

1. Upon entry into a course, the teacher diagnoses the cognitive entry level of each student into the objectives through -
    a. reference to the individual student history in the Management Information System;
    b. CTBS scores;
    c. Louisiana Assessment;
    d. teacher techniques, such as informal reading inventory, computational test, writing of a paragraph, etc.;
    e. past records and grades;
    f. performance; and
    g. other means.
2. The teacher proceeds to teach the objectives at the diagnosed entry level within the context of units and plans.
3. After sufficient instruction and practice, a formative test is administered.
4. Based upon the results of the formative testing, students who have mastered receive extensions or enrichment; students who have not mastered receive correctives through alternative teaching strategies.
5. Feedback causes the teacher to group students according to their needs.
6. After formative testings with subsequent groupings, a summative test is administered and, in effect, the cycle

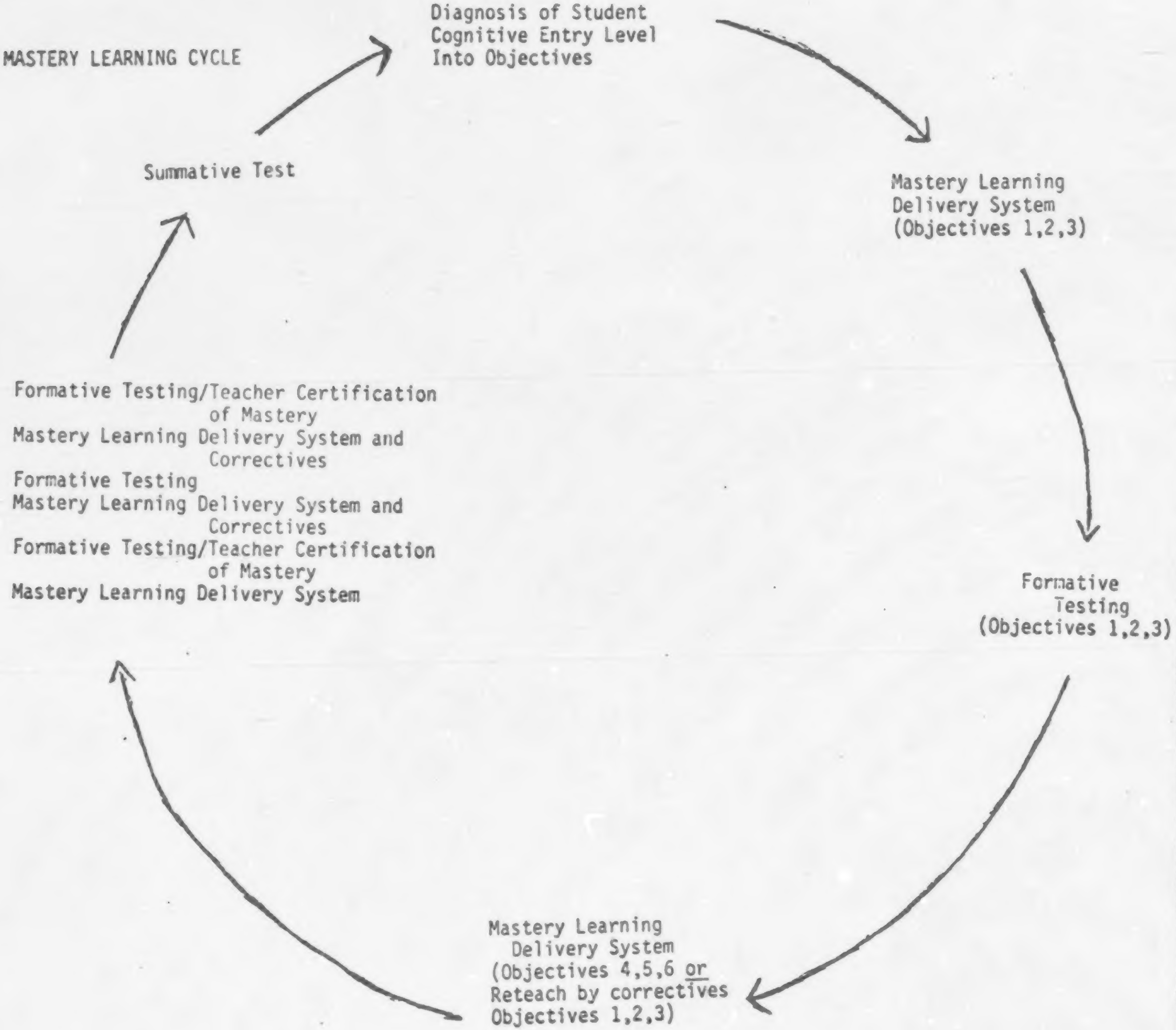
begins again.

7. It is possible to certify that a student has mastered even if this is not documented on a paper-and-pencil test. When, in the teacher's judgment or through a performance test other than paper-and-pencil, a student has mastered an objective, it is possible to certify this fact.

(See attachment 26, "The Mastery Learning Cycle.")

ATTACHMENT 26

THE MASTERY LEARNING CYCLE


Diagnosis of Student Cognitive Entry Level Into Objectives
Mastery Learning Delivery System (Objectives 1,2,3)
Formative Testing (Objectives 1,2,3)
Mastery Learning Delivery System (Objectives 4,5,6 or Reteach by correctives Objectives 1,2,3)
Formative Testing/Teacher Certification of Mastery
Mastery Learning Delivery System and Correctives
Formative Testing
Mastery Learning Delivery System and Correctives
Formative Testing/Teacher Certification of Mastery
Mastery Learning Delivery System
Summative Test

Writing and Banking of Test Items

In order for the Management Information System to provide the information and data to the teacher relative to mastery or non-mastery of objectives, it was first necessary to write test items that tested mastery of the objectives. The New Orleans Public Schools commissioned task forces on two occasions to write these items. Both task forces were comprised primarily of teachers because it was felt that teachers are the school personnel who deal most directly with test items and tests. Curriculum specialists and testing personnel also assisted in the writing of the items. Consultants from the National Assessment of Educational Progress (NAEP) provided inservice to the groups and placed at their disposal banks of items in the public domain. Where there was a match with existing objectives for the New Orleans Public Schools, the NAEP items were used. Consultants from the evaluation and testing departments of the State Department of Education also provided inservice to the groups. The consultants discussed the technical construction of the items, and the writers were alerted to the many pitfalls to avoid, such as racial or cultural biases, sex stereotyping, etc. Multi-lingual specialists and teachers of special education students were included on the task forces. The first task force wrote five items per minimum competency, and the second task force wrote fifteen more items per minimum competency, banking a total of twenty test items per minimum competency. It should be remembered that the inservice and staff development activities with all reading, English, and mathematics teachers emphasize that the classroom teacher writes teacher-made CRT test items for formative testing as that teacher uses the Mastery Learning System for instruction beyond the minimums in the classroom. (See attachments 27 and 28, "Test Items Writing Task Forces I and II.")

TEST ITEMS WRITING TASK FORCE I

Dr. Constance C. Dolese, Director of Secondary Education

Mrs. Olympia Boucree, Supervisor of Mathematics
Dr. Darrell Garber , Supervisor of Language Arts
Dr. Ellen Pechman, Acting Director of Research and Evaluation
Mrs. Leah Pointer, Acting Assistant Supervisor of SCIP

Ms. Ann Bashful, Project REAL Associate
Ms. Irma Cevasco, Teacher, Mathematics, Cohen Senior High School
Mr. Ernest Daniel, Teacher, Mathematics, Bell Junior High School
Ms. Lorene Dunlop, Teacher, Mathematics, Livingston Middle School
Dr. Gino Gautreaux, Team Leader, Mathematics SCIP Center
Mrs. Dolly Geldersma, SCIP Associate, Language Arts
Mrs. Janice Kastner, Teacher, Language Arts, Gregory Junior High School
Mrs. Carolyn Lea, SCIP Associate, Language Arts
Miss Michelle Leaumont, Teacher, Language Arts, Cohen Senior High School
Mrs. Patricia Lyons, Teacher, Special Education, Jefferson Davis Elementary School
Mrs. Janice Marchand, Teacher, Language Arts, McDonogh #28 Junior High School
Ms. Cynthia Nosaka, Teacher, Language Arts, Booker T. Washington Senior High School
Mrs. Bobbie Stevenson, Basic Writing Associate
Miss Stephanie Smith, Teacher, Language Arts, O. Perry Walker Senior High School
Mr. Wallace Saval, Assistant Principal, McDonogh #35 Senior High School

Augmented at times by:

Ms. Nolma Diamond, Mathematics Specialist
Mrs. Shirley Fink, Mathematics Specialist
Dr. Raymond Fink, Principal, McDonogh #28 Junior High School
Mr. John Lee, Principal, Crossman Elementary School
Mrs. Solange Petersen, Supervisor of Student Data

ATTACHMENT 27

TEST ITEMS WRITING TASK FORCE II

Dr. Constance C. Dolese, Director of Secondary Education

Mrs. Olympia Boucree, Supervisor of Mathematics
Dr. Darrell Garber, Supervisor of Language Arts
Mr. Hanes Morris, Supervisor of Foreign Languages
Dr. Ellen Pechman, Acting Director of Research and Evaluation
Mrs. Leah Pointer, Acting Assistant Supervisor of SCIP
Mr. Andy Vu, Vietnamese Representative

Mrs. Mattie Braden, SCIP Associate, Mathematics
Dr. Marie Condon, Teacher, Mathematics, John McDonogh Senior High School
Mrs. Barbara Clanton, Teacher, Language Arts, Livingston Middle School
Ms. Liza Curtis, Writer, New Orleans Center for the Creative Arts
Ms. Victoria Dahmes, Project REAL Associate
Ms. Barbara Dean, Teacher, Mathematics, Landry Senior High School
Ms. Lorene Dunlop, Teacher, Language Arts, Livingston Middle School
Mrs. Dolly Geldersma, SCIP Associate, Language Arts
Ms. Evelyn Gethers, Teacher, Language Arts, Colton Junior High School
Ms. Wilietta Gethers, Teacher, Special Education, Carver Senior High School
Mrs. Merle Harris, SCIP Associate, Mathematics
Mrs. Ersie Henderson, Teacher, Woodson Junior High School (Alternate)
Mr. Johnny Jones, Principal, Colton Junior High School
Ms. Julie Keenan, Teacher, Bilingual Representative, Lusher Elementary and McMain Magnet Schools
Ms. Margaret Kelly, Teacher, Reading Specialist, Gregory Junior High School
Ms. Jeanne Keys, Teacher, Mathematics, Clark Senior High School
Ms. Evelyn Lewis, Teacher, Mathematics, Woodson Junior High School (Alternate)
Ms. Robin McCartt, Teacher, Language Arts, Fortier Senior High School
Ms. Gloria Marcell, Teacher, Mathematics, Derham Middle School
Mrs. Sybil Mehn, SCIP Associate, Mathematics
Mr. Charles Perrien, Teacher, Special Education, Beauregard Junior High School
Ms. Melvalee Pichon, Project REAL Associate
Mr. Paul Rost, Teacher, Mathematics, Priestley Middle School
Mr. Roosevelt Stewart, Teacher, Mathematics, Carver Senior High School
Ms. Catherine Theriot, Teacher, Mathematics, O. Perry Walker Senior High School
Mrs. Jane Tiller, SCIP Associate, Language Arts
Mr. Truman White, Assistant Principal, Colton Junior High School
Mrs. Aldonia Winn, SCIP Associate, Mathematics

Miss Sally Armstrong, Student, Benjamin Franklin Senior High School
Miss Muriel Hendrix, Student, McDonogh #35 Senior High School

Mr. John Lee, Principal, Crossman Elementary School (occasional reviewer)

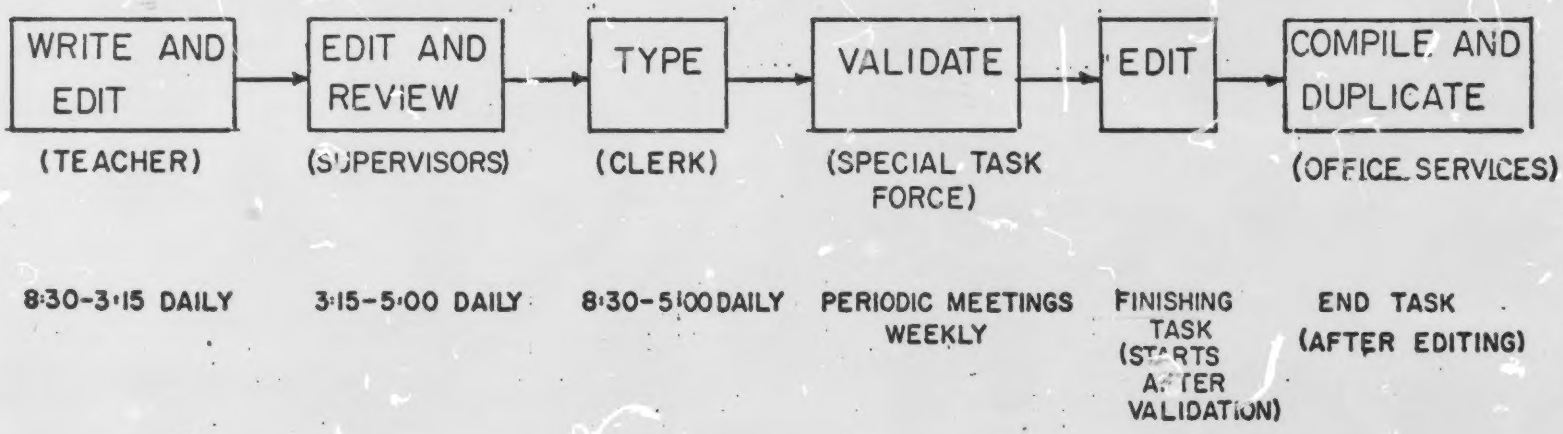
ATTACHMENT 28

Validation of Items

At the apex of each section of the writing task forces, the Supervisors of Language Arts and of Mathematics critiqued the items produced by the teams who first had critiqued them among the team members themselves. Upon acceptance, a local Validating Task Force, consisting of curriculum specialists; school administrators; central office administrators, evaluators; and parents, subjected the items to individual scrutiny for technical quality. Rejected items were returned to the drawing board for the teams to reconstruct as necessary. At the State Department of Education, the items were again subjected to critiquing by both the curriculum specialists and the testing specialists. Rejected items were returned for reconstruction under the supervision of the two instructional supervisors. Finally, the National Assessment for Educational Progress specialists critiqued the items and made suggestions which caused further revisions. (See attachment 29, "Test Writing Process Flow" and attachment 30, check list for "Technical Quality" part of Item Writing and Review Form.)

ATTACHMENT 29

TEST WRITING PROCESS FLOW


WRITE AND EDIT
(TEACHER)
8:30-3:15 DAILY
EDIT AND REVIEW
(SUPERVISORS)
3:15-5:00 DAILY
TYPE
(CLERK)
8:30-5:00 DAILY
VALIDATE
(SPECIAL TASK FORCE)
PERIODIC MEETINGS WEEKLY
EDIT
FINISHING TASK (STARTS AFTER VALIDATION)
COMPILE AND DUPLICATE
(OFFICE SERVICES)
END TASK (AFTER EDITING)

Final Rating:

Accept & Rate: ______

Review ______________

Reject ______________

Item Writing and Review Form

Objective Number: ______________ Test Item Number: ______________

Reviewers: __________________________ Date: ______________

____

Objective:

Test Item:

Responses - Alternatives:

Answer:

Section I. Technical Quality

Place a (✓) under the column corresponding to your rating of the test item for the questions in this section and the next one.

	Yes	Questionable	No
1. Are the item stems clearly written and free of irrelevant material?	___	___	___
2. Is a problem clearly defined in the item stem?	___	___	___
3. Are the choices clearly written and free of irrelevant material?	___	___	___
4. Is there a correct answer or a clearly best answer?	___	___	___

New Orleans Public Schools, Department of Research and Evaluation, January, 1979

	Yes	Questionable	No
5. Have words like "always," "none," or "all" been removed?	___	___	___
6. Are the choices arranged in a logical sequence (if one exists)?	___	___	___
7. Are all repetitious words or expressions removed from the choices and included in the item stem?	___	___	___
8. Are all of the choices of approximately the same length?	___	___	___
9. Do the item stems and choices follow standard rules of punctuation and grammar?	___	___	___
10. Are all negatives underlined?	___	___	___

Section II. Technical Quality Matters Specific to Reading/Language Arts Test Items (Item Writing and Review Form)

	Yes	Questionable	No
1. Does a correct answer require that the passage be read?	___	___	___
2. Does the test item provide a valid measure of the intended objective?	___	___	___
3. Is there the desired number of words in the reading selection?	___	___	___
4. Is there a reasonable number of words in the			
a) directions?	___	___	___
b) discourse?	___	___	___
c) item stem?	___	___	___
d) item choices?	___	___	___
5. Is the ratio of common to uncommon words correct?	___	___	___

ATTACHMENT 30
(page 2)

Field Testing

The test items written by the first task force have been field tested, packaged, and placed into use. The test items written by the second task force are not yet packaged. Field testing is being completed, results evaluated, items revised, and booklets prepared. The expected level of mastery in those test booklets is being increased. Once they are pbulished and distributed, the first booklets will be recalled and reorganized the same as the latter booklets. Analyses of the data bank and feedback from the field are evaluated, and decisions for changes are based upon such data. Booklet 040 is a sample booklet of test items. (See attachment 31, "Minimum Competencies Test Items.")

BOOKLET 040

NEW ORLEANS PUBLIC SCHOOLS
MINIMUM COMPETENCIES
TEST ITEMS

LANGUAGE ARTS

Strand: Language Concepts

Topics: Contextual Analysis
Word Relationships

Cycle: I

Form: A

OBJECTIVES:

35
42
43
44
45
46

ATTACHMENT 31
(page 1)

Directions: Do not write in the test booklet. Choose the best answer. Darken this space on your answer sheet.

1. Find the word which defines the underlined word.

   The prisoners were bound by manacles and chains.

   a. glue
   b. handcuffs
   c. nails
   d. promises
   e. I don't know.

2. Find the word which defines the underlined word.

   The deadline has been deferred in order to give us an extra day.

   a. hurried
   b. reduced
   c. put off
   d. enlarged
   e. I don't know.

3. Find the word which defines the underlined word.

   The city was obliterated by the bomb.

   a. cleaned
   b. destroyed
   c. enlarged
   d. improved
   e. I don't know.

4. Find the word that means the same as escape.

   a. face
   b. flee
   c. stand
   d. surrender
   e. I don't know.

5. Find the word that means the same as humane.

   a. cruel
   b. selfish
   c. sympathetic
   d. unkind
   e. I don't know.

6. Find the word that means the same as obedient.

   a. mischievous
   b. negative
   c. stubborn
   d. well-behaved
   e. I don't know.

7. Find the word which means the opposite of choose.

   a. approve
   b. elect
   c. reject
   d. select
   e. I don't know.

8. Find the word which means the opposite of conserve.

   a. maintain
   b. save
   c. store
   d. waste
   e. I don't know.

9. Find the word which means the opposite of general.

   a. common
   b. popular
   c. specific
   d. universal
   e. I don't know.

ATTACHMENT 31
(page 2)

Directions: Do not write in the test booklet. Choose the best answer. Darken this space on your answer sheet.

10. Find the word pair which completes the following sentence.

Mr. Smith turned _______ when he tried to lift the _________.

a. fare, fair
b. pair, pare
c. pale, pail
d. threw, through
e. I don't know.

11. Find the word pair which completes the following sentence.

The student felt the new bus ________ was more than a ______ price.

a. fare, fair
b. pair, pare
c. pale, pail
d. threw, through
e. I don't know.

12. Find the word pair which completes the following sentence.

The child _____ the ball _______ the hoop.

a. fare, fair
b. pair, pare
c. pale, pail
d. threw, through
e. I don't know.

13. Find the meaning of the underlined word.

My next course will be math.

a. meal
b. order
c. path
d. subject
e. I don't know.

14. Find the meaning of the underlined word.

The doctor had to decide which course of action would be next.

a. meal
b. order
c. path
d. subject
e. I don't know.

15. Find the meaning of the underlined word.

Our school team will compete in the city-wide track meet.

a. contest
b. experience
c. fight
d. party
e. I don't know.

Directions: Do not write in the test booklet. Choose the best answer. Darken this space on your answer sheet.

16. Find the answer that best completes the following analogy.

    Car is to garage as food is to:

    a. fork.
    b. glass.
    c. refrigerator.
    d. table.
    e. I don't know.

17. Find the answer that best completes the following analogy.

    Chalk is to board as pencil is to:

    a. eraser.
    b. ink.
    c. paper.
    d. tape.
    e. I don't know.

18. Find the answer that best completes the following analogy.

    Latch is to gate as knob is to:

    a. car.
    b. cup.
    c. doll.
    d. door.
    e. I don't know.

ATTACHMENT 31
(page 4)

Inventory of Materials at Individual School Sites

In order to provide an organized and systematized set of reports to the teacher, including alternative teaching materials ordered by the schools to support activities to address needs, it was necessary to inventory such materials at each school site, correlate them to the objectives, and keypunch them for the computer. These resources were labelled "Teaching Learning Resources." See attachments 32 and 33, "Inventory of Language Arts Instructional Materials" and "Inventory of Mathematics Instructional Materials;" attachments 34 and 35, forms for "Correlations;" and attachment 36, sample page of systemwide "SCIP Inventory.")

JOB # JS50002

NEW ORLEANS PUBLIC SCHOOLS

INVENTORY OF LANGUAGE ARTS INSTRUCTIONAL MATERIALS

PLEASE PRINT ALL INFORMATION

Date ______________________ School ______________________________

NEW ITEM/CHANGES

Use this form to add a new item or refine information for an existing item.

INVENTORY # ______________ (3 - 8) (If new item, leave this line blank.

'10' (1-2)

SUBJECT CODE 03 (10-11) CATEGORY __________ (12-13) MEDIA ________ (14)

TITLE ____ (15 - 64)

SORT KEY ______________ (65-74)

'11' (1-2)

INVENTORY # (See number above) (3 - 8) AUTHOR ____________________________ (9 - 28)

PUBLISHER ________________________________ (29-48) PUB. Date ________ (49-50)

EDITION # ______________ (51-52)

'20' (1-2)

INVENTORY # (See number above) (3-8) SCHOOL CODE __________ (9-11) QUANTITY ________ (12-16)

ASSIGN THE APPROPRIATE ALPHA CODE IN THE MEDIA BLANK:

F - Filmstrip
G - Game
K - Kit
P - Paperback
T - Textbook

W - Workbook
R - Record
M - Reproducible Master
C - Cassette
O - Overhead Transparency

JOB # JS50002

NEW ORLEANS PUBLIC SCHOOLS

INVENTORY OF MATHEMATICS INSTRUCTIONAL MATERIALS

PLEASE PRINT ALL INFORMATION

DATE ______________________ SCHOOL ______________________

NEW ITEM/CHANGES

Use this form to add a new item or refine information for an existing item.

INVENTORY #______________ (If new item, leave this line blank)
(3 - 8)

'10'
(1-2)

SUBJECT CODE 04 (10-11) CATEGORY ______ (12-13) MEDIA ______ (14)

TITLE ______________________________ (15 - 64)

SORT KEY ______________ (65-74)

'11'
(1-2)

INVENTORY #(See number above) (3 - 8) AUTHOR ______________ (9 - 28)

PUBLISHER ______________ (29-48) PUB. DATE ______ (49-50)

EDITION # ______________ (51-52)

'20'
(1-2)

INVENTORY # (See number above) (3-8) SCHOOL CODE ______ (9-11) QUANTITY ______ (12-16)

ASSIGN THE APPROPRIATE ALPHA CODE IN THE MEDIA BLANK:

F - Filmstrip
G - Game
K - Kit
P - Paperback
T - Textbook

W - Workbook
R - Record
M - Reproducible Master
C - Cassette
O - Overhead Transparency

NEW ORLEANS PUBLIC SCHOOLS

CORRELATIONS OF OBJECTIVE RESOURCES

OBJECTIVE NUMBER 89

OBJECTIVE (II) Identify the character(s) in a reading selection in appropriate level.

ATTACHMENT 34

INVENTORY NUMBER	Subject Code	TEACHING LEARNING RESOURCE (TLR)
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	
	0300	

JOB #JS50002

NEW ORLEANS PUBLIC SCHOOLS

CORRELATIONS

RESOURCE TO OBJECTIVES

'30' (1-2)

INVENTORY # ______ (3-8)

RANK ______ (13-14)

OBJECTIVE NUMBER (9-11)	TEACHER-LEARNING RESOURCE (16-75)

ATTACHMENT 35

RUN NJIC09-F SCIP INVENTORY SCHOOL ID ----

*** SCHOOL SYSTEM SUMMARY *** LANGUAGE ARTS

I. NO	MEDIA	MATERIAL DESCRIPTION	AUTHOR	PUBLISHER	EDITION	DATE	INVENTORY
10334	T	ABOARD THE STORY ROCKET	DELANCEY & IVERSON	L W SINGER CO INC	02	1965	
10432	T	ACCENT	POOLEY, GROMMON, ETC	SCOTT FORESMAN & CO.	01	1965	
10433	T	ADVANCED COMPOSITION A BOOK OF MODELS FOR WRITING	WARRINER & LUDWIG	HARCOURT B JOVANOVIH		1977	
10426	T	ADVENTURE IN AM. LITERATURE	GEHLMAN, JOHN	HARCOURT BRACE & WOR		1958	
10434	T	ADVENTURES IN APPRECIATION	LOBAN, HOLMSTROM&COOK	HARCOURT BRCEWLD INC		1958	
10435	T	ADVENTURES IN ENGLISH LITERATURE	INGLIS & SPEAR	HARCOURT BRCEWLD INC		1953	
10387	T	ADVENTURES IN READING	LODGE, BRANNER A POTE	HARCOURT BRACE WORLD	06	1958	
10318	T	AMERICAN COLLEGE DICTIONARY	BARNHART-STEIN	RANDOM HOUSE		1961	
10319	T	AMERICAN LITERATURE	PORTER, TERRIE, GORDON	GINN AND CO.	04	1975	
10001	T	BASIC LANGUAGE-MESSAGE AND MEANING I	JOHN ET AL	HARPER & ROW		1975	
10003	T	BASIC LANGUAGE-MESSAGE AND MEANING III	JOHN ET AL	HARPER & ROW		1977	
10443	T	BOLD JOURNEYS	HARRIS, ALBERT J E	MACMILLAN CO	01	1966	
10446	T	BUILDING BETTER ENGLISH	MELLIE, YATES, LANEY	HARPER & ROW	05	1964	
10341	T	CAVALCADES BOX 6	ROBINSON, ARTLEY, MONR	SCOTT FORESMAN & CO	01	1965	
10342	T	COINS TO KINGS	JAMES, D & J L COOPER	HARPER & ROW	01	1964	
10447	T	COMMON WORDS FOR SECONDARY SCHOOLS	D PATTON, E JOHNSON	CHAS E MERRILL BOOKS	01	1958	
10010	T	COUNTERPOINT IN LITERATURE	KNEER, L.	SCOTT FORESMAN		1976	
10210	T	DIVERSITY	WM K DURR ET AL	HOUGHTON MIFFLIN	01	1974	
10294	T	EIGHTH DAY OF THE WEEK	DAWSON	FIELD	01	1969	
10034	T	ENCOUNTERS	CARLSEN, G ROBERT	MCGRAW HILL		1973	
10322	T	ENGLAND IN LITERATURE	POOLEY, ROBERT C	SCOTT, FORESMAN & CO	04	1963	
10381	T	ENGLAND IN LITERATURE	JOHN E WARRINER	HARCOURT BRACE JOVAN	05	1977	
10323	T	ENGLISH FOR MEANING	MCKEE, PAUL	HOUGHTON MIFFLIN CO	02	1962	
10245	T	ENGLISH FOR MEANING F	MCKEE PAUL ET AL	HOUGHTON MIFFLIN	02	1952	
10382	T	ENGLISH LITERATURE	EDWARD J GORDON	GINN & CO	03	1978	
10380	T	ENGLISH LITERATURE	CRAIG, RICE, GORDON	GINN & CO	01	1976	

ATTACHMENT 36

89

Piloting of the Management Information System

Fifteen schools participated in the initial piloting activities for the Management Information System. In order to provide inservice systematically, inventory and correlate progressively, and debug the computer design drawn up by the school system personnel with the technical assistance of an outside computer firm (at first), tests were administered on calendar dates in the pilot schools. A copy of the instructions for one of these testing periods is attached. (See attachment 37, "Pilot Testing Criterion Referenced Tests for Mastery Learning in SCIP - General Instructions for Principals and Pilot Teachers - January 8, 9, 10.")

PILOT TESTING

CRITERION REFERENCED TESTS

for

MASTERY LEARNING

in

SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP)

GENERAL INSTRUCTIONS

for

PRINCIPALS

and

PILOT TEACHERS

January 8, 9, 10

ATTACHMENT 37
(page 1)

The Third Cycle of the third component of the Mastery Learning design in the Secondary Curriculum Improvement Program, the Mastery Learning Management Information System, is being piloted on January 8, 9, and 10, 1980.

1. The pilot schools are:

   Abramson Senior High School
   Bell Junior High School
   Clark Senior High School
   Colton Junior High School
   Derham Middle School
   Green Middle School
   Gregory Junior High School
   Karr Junior High School
   Landry Senior High School
   McMain Magnet School
   McDonogh Senior High School
   McDonogh No. 35 Senior High School
   Nicholls Senior High School
   Priestley Middle School

2. The test dates are January 8, 9, and 10, 1980.
3. The preparation period is November 6, 1979, to January 8, 1980.
4. Test Coordinators assigned from the central office to schools will pick up answer sheets. The sheets must be checked by teachers administering the tests for completeness, must be packaged, and must be sent to the principal's office. Pick-up will be on January 11, 1980, at 9:30 a.m.
5. Feedback reports are scheduled to be distributed to the teachers of the students at the schools between January 21, 1980, and January 25, 1980.

Who Should Be Tested

All students in English, reading, and mathematics classes in the

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pilot schools will be tested on January 8, 9, and 10. A preprinted answer sheet is being forwarded for each student identified as taking the test. For schools with up-to-date information in the Student Data Bank, answer sheets should be available for each student in a class. Blank sheets are provided for students new to the class (see Preparing for Testing - 4f.)

Preparing for Testing

1. The teachers who are testing should obtain a blank answer sheet from the principal, together with these instructions, prior to testing to become familiar with the material.
2. On January 7, 1980, the teachers designated for testing on January 8, 1980, should obtain from the principal (and secure) the quantity of booklets previously requested. Any discrepancies must be brought to the attention of the principal at once. Principals may obtain information or additional testing materials from the SCIP Associate or Coordinator in the school on the day of testing or from the SCIP Team Leader in Language Arts. Questions regarding testing distribution are to be referred to the same persons.
3. Principals are responsible for establishing procedures for security of test booklets. Test booklets are not to be returned, but will remain in the school for further CRT testings. The booklets are non-consumable. There are

several ways to maintain them for further use, e.g., by booklet number or by objective number. Schools should plan a storage system that facilitates future use yet maintains security.

4. a. The teacher should have a preprinted answer sheet for each student.

   b. A number 2 pencil must be used when marking the answer sheet.

   c. All test answer sheets must be handled very carefully and kept as clean as possible.

   d. The booklet number under which each student is to be tested will not be identified on the answer sheet. Be sure that the booklet number chosen by you is penciled in correctly and neatly.

   e. The only other area of the preprinted answer sheet requiring marking is the question response area at the upper right-hand corner of side 1.

   f. The name and ID number of the student, the name and number of the teacher, the period, and the booklet must be penciled in on the blank answer sheet correctly and clearly.

   g. Responses must be restricted to the area containing 1-50 question response possibilities. If the test booklet contains 30 questions, only use question numbers 1-30 of the answer sheet.

   h. Instruct students to mark their answers very carefully, making sure they completely fill each bubble selected.

   i. If a student marks a bubble by mistake, the student may erase and mark another bubble. Erasures must be made as neatly and as clearly as possible.

   j. If the teacher encounters an unusual problem with an answer sheet, consult with the Testing Coordinator.

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k. The student must be given the test booklet that he or she indicates on his/her test answer sheet.

5. Students will be able to make up tests if they are absent as long as answer sheets can be handled and the name of the student's teacher is left intact.

6. Although they are not timed tests, they should be completed during one sitting at a scheduled period and should take approximately 35 minutes for the actual testing.

7. Students should be given a sheet of scratch paper, especially for the mathematics. They may use the number 2 pencil required for marking the answer sheet for any work on the scratch sheets. Teachers should collect the scratch paper and shred it.

8. Teachers are to circulate around the room to be sure that students are marking the proper section of the answer sheet.

9. Teachers may need to use the same booklet at different class periods because the booklet count is based upon the maximum number needed in a testing center to accommodate the teacher period of heaviest demand for the particular booklet. The counting of all booklets being distributed and the counting of all booklets collected is an important task from the standpoint of security as well as that of proper use of test materials.

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10. Teachers designated as testing on January 9, 1980, should obtain from the principal (and secure) the quantity of booklets previously requested -- either the afternoon of January 8 or the morning of January 9 -- as the principal decides. Any discrepancies must be brought to the attention of the principal at once.

11. The teachers testing on January 9, 1980, proceed in the same way as the teachers who tested on January 8 (see items 2, 3, 4, 5, 6, 7, 8, and 9).

12. Teachers designated as testing on January 10, 1980, should proceed in the same way as teachers who tested on January 9 (see items 10 and 11 above).

Completing the Test and Returning the Materials

1. When answer sheets are collected, the testing administrator must count to be sure that all sheets are gathered.

2. THERE MUST BE NO CONFUSION BETWEEN CRT TESTING MATERIALS AND OTHER TESTING MATERIALS.

3. Answer sheets are to be screened by teachers for neatness and for completeness.

4. At the end of the school day on January 8, teachers administering the tests must return the booklets and stack them according to internal procedures established by the principal, thus making the booklets available for teachers testing on January 9, 1980.

5. Teachers testing on January 9 and 10 should follow the procedure stated in item 4 above for returning booklets.
6. Testing Coordinators assigned to the schools by the central office will pick up answer sheets, properly packaged by testing administrators, from the school principal at 9:30 a.m. on January 11, to return them to the SCIP Resource Center at Rivers Frederick Junior High School.
7. Any additional questions regarding the return of materials should be referred to the SCIP Team Leader in Language Arts.

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Reports

The following reports are provided to the schools:

1. Individual Student Profile
2. Group Profile
3. Summary Report by Classes
4. Summary Report by Schools
5. Summary Report of Individual Student Mastery
6. Item Analysis Report
7. Inventory by Schools
8. Composite Inventory
9. Parent Report

(See attachment 38, "Reports," and attachments 39, 40, 41, 42, 43, 44, samples of some individual reports.)

ATTACHMENT 38

REPORTS

1. INDIVIDUAL STUDENT PROFILE
2. GROUP PROFILE
3. SUMMARY REPORT BY CLASSES
4. SUMMARY REPORT BY SCHOOLS
5. SUMMARY REPORT OF INDIVIDUAL STUDENT MASTERY
6. ITEM ANALYSIS REPORT
7. INVENTORY BY SCHOOLS
8. COMPOSITE INVENTORY
9. PARENT REPORT

NEW ORLEANS PUBLIC SCHOOLS

INDIVIDUAL STUDENT PROFILES

STUDENT NAME ABNEY BRIAN JOSEPH ** LANGUAGE ARTS ** SCHOOL ANDREW J BELL
STUDENT ID 008581448 FOR TEST DATED 05/01/79 TEACHER J SYLVESTER PERIOD 03

OBJ NO.	OBJECTIVE DESCRIPTION	DATE TESTED	NUMBER OF QUESTIONS	NUMBER CORRECT	PERCENT MASTERED	MASTERY
109	LOCATE THE CORRECT DEFINITION OF GIVEN WORDS.	05/01/79	3	3	100.0	YES
110	IDENTIFY THE SPELLING OF A WORD THROUGH REFERENCE TO A DICTIONARY EXCERPT.	05/01/79	3	3	100.0	YES
111	SELECT THE GUIDE WORDS BETWEEN WHICH SPECIFIC ENTRIES ARE FOUND.	05/01/79	3	3	100.0	YES
112	SEPARATE WORDS INTO SYLLABLES WITH THE AID OF A DICTIONARY EXCERPT.	05/01/79	3	3	100.0	YES
113	IDENTIFY DEFINITIONS OF GIVEN WORDS THROUGH REFERENCE TO A DICTIONARY EXCERPT.	05/01/79	3	3	100.0	YES
114	RECOGNIZE PRIMARY ACCENTS.	05/01/79	3	3	100.0	YES
115	RECOGNIZE SECONDARY ACCENTS.	05/01/79	3	1	33.3	NO
116	IDENTIFY INFLECTED ENDINGS IN A DICTIONARY ENTRY EXCERPT.	05/01/79	3	2	66.6	YES

8 OBJECTIVES TESTED TO DATE
7 OBJECTIVES MASTERED TO DATE

.875 MASTERY PERCENTAGE

ATTACHMENT 39

ATTACHMENT 40

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                                      GROUP STUDENT PROFILES

   TEACHER      J SYLVESTER                 ** LANGUAGE ARTS **                 SCHOOL  ANDREW J BELL
   PERIOD       03                        FOR TEST DATED 05/01/79

OBJ 112  SEPARATE WORDS INTO SYLLABLES WITH THE AID OF A DICTIONARY EXCERPT.

0 OF 3  CUMMINGS LETHA              SIMMONS WILSON MATTHEW

1 OF 3  LAWRENCE VIONNE THERESA

RESOURCES     10014 T WARRINER'S ENGLISH GRAMMAR & COMPOSITION           PP 457-458
TESTED IN BOOKLETS LA-090-A

OBJ 113  IDENTIFY DEFINITIONS OF GIVEN WORDS THROUGH REFERENCE TO A DICTIONARY EXCERPT.

0 OF 3  CUMMINGS LETHA              HOWARD LISA MARIE             JEANMARIE WALTERENE           WINCHESTER CARL BRIAN

1 OF 3  DECOU LEONARD JOSEPH

RESOURCES     10014 T WARRINER'S ENGLISH GRAMMAR & COMPOSITION           PP 444-447
TESTED IN BOOKLETS LA-090-A

OBJ 114  RECOGNIZE PRIMARY ACCENTS.

0 OF 3  ARMOUR STERLING RAYMOND     CUMMINGS LETHA                DAVIS DARRYL LERON            GLAPION AARON MICHELE
        HAMILTON RODNEY JOSEPH      LAWRENCE VIONNE THERESA       ROBERSON RENITA CHRISTINA     STEWART CYNTHIA MARIE
        SUMMAS IV HERBERT J         WRIGHT LEONARD

1 OF 3  BROOKS KELVIN WAYNE         DECOU LEONARD JOSEPH          HOWARD LISA MARIE             HUDSON EMANUEL JOSEPH
        JEANMARIE WALTERENE         PAGE JORDAN                   POLAND MICHAEL ANDREW         SANCHEZ KENNETH
        SIMMONS WILSON MATTHEW      WILLIAMS JAMAICA              WRIGHT ROBERT EARL

RESOURCES     10014 T WARRINER'S ENGLISH GRAMMAR & COMPOSITION           PP 458-459
              10015 T WARRINER'S ENG G & COMP                           PP 587-590
TESTED IN BOOKLETS LA-090-A

OBJ 115  RECOGNIZE SECONDARY ACCENTS.

0 OF 3  ALEXIS CHARLES ANTHONY      ARMOUR STERLING RAYMOND       CLAY CHARLANDRA ANN           CUMMINGS LETHA
        DECOU LEONARD JOSEPH        GLAPION AARON MICHELE         LAWRENCE VIONNE THERESA       ROBERSON RENITA CHRISTINA
        STEWART CYNTHIA MARIE

1 OF 3  ABNEY BRIAN JOSEPH          BROOKS KELVIN WAYNE           BROWN KARL ANTHONY            HAMILTON RODNEY JOSEPH
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TEACHER SANDRA SAILS   PERIOD 02          ** L A N G U A G E   A R T S **                    SCHOOL ANDREW J BELL

                    P = MASTERY                       C = NON-MASTERY                       C = CERTIFIED

OBJ NO    FREQ                        F      R      E      Q      U      E      N      C      Y
                 0                   5                  10                  15                  20                  25
                 *...................*...................*...................*...................*...................*
                 .
 122      (  20) .MMMMMPPMMPMMMMMMMMMPMMMMPPMMPMMMMMMPPPMMMMMMMPPPMMMMPPMPMMMMMMMMMPMPMMMPMMPMP
          (   2) .OOCOOOCO
          (   0) .
                 .
 121      (  20) .MMPMPPPMMPMMMMMMMMMPPPPMPPMMMMPMMMMMMPPPMMMMMPMPPPMMMMPPPPPPPPPPPMPMPMMMPMPPPP
          (   2) .OOCCOOCC
          (   0) .
                 .
 127      (  18) .PMP-MPPPPPPMMMMMMMMMPMMPMPPMPMPPPMMPPMMPPPPPMMPMMPPPPPPMPPPMPPMPMMMMMMMMMM
          (   4) .OOOOOOCCOOCOOOOO
          (   0) .
                 .
 124      (  13) .MMMMMMPPMMMMMMMMMMMMMMMMMMMPMMMMMMMMMMMPMPMMMMMMPMMPM
          (   9) .OOCOOOCCOOCOOOOOOOOOCOCOOCCOOOCOOUCO
          (   0) .
                 .
 125      (  12) .MMMMMMPPPMPMMMMMMMMMPPMMMMPMMMMPPMMMMMMPMPPMMMMMM
          (  10) .GOCCOCCCOOCOOOOOOOOOOOOOOCOCCOOCCCOOCGOCCC
          (   0) .
                 .
 126      (  11) .MMMMMPPPMMPMMMMMMMMMMMMPMMMMMMMMMMMMMMMMMM
          (  11) .OOCOOOCCOOCOOOOOOOOOCOGCOCCOGOCCOOCCOCCCCCO
          (   0) .
                 .
 113      (   8) .MMMMMMPMMMMMMMMMMMMMMMMPPPPMMMPM
          (   0) .
          (   0) .
                 .
 112      (   8) .MMMMMPPPMMMMMMMMMMMMMMPMMMPPMMMMM
          (   0) .
          (   0) .
                 .
 109      (   8) .MMMMMPPPMMMMMMMMMMMMMMPPMPMPPMMMMM
          (   0) .
          (   0) .
                 .
 111      (   7) .MMPMMMPPMMPPMMMMMPMMPMMMMMPPM
          (   1) .OOOO
          (   0) .
                 .
 128      (   5) .MMMMMMMMPMMMMMMMMMMMM
          (  17) .GOCCOCCCOOCOOOOOCOOOCGOCOCCOOOCCOOCOOCCCCGCOOCOCOOCOCOGOCCCCOCCCCCOO
          (   0) .
                 .
 110      (   4) .MMPMMMPPMMPMMMMM
          (   4) .OOCOOOGCOOCOOOOO
          (   0) .
                 .
 116      (   3) .MMMMMMPPMMMM
          (   5) .OOOOOOOCOOCGOOOOOOOO
          (   0) .
                 .
 123      (   3) .MMMMMMPPMMPM
          (  15) .OOCCOOCCOOCOOOOGCOGOCCOCOCCOOOCOOOCOOOCOOOCOOCOOOOCOOOOGCCCCOCCOCCGOCOCOOOCO
          (   0) .
                 .
 114      (   2) .MMMMMMMP
          (   6) .OOCCOCCCOGCOOOOOOOOOOOOO
          (   0) .
                 .
 115      (   0) .
          (   8) .OOCOOOCCOCCOOOCOOOOOCOCOOOCCOOCO
          (   0) .
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ATTACHMENT 41

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DATE 06/07/79            N E W   O R L E A N S   P U B L I C   S C H O O L S               PAGE   1
                         I N D I V I D U A L   S T U D E N T   H I S T O R Y

  NAME ABNEY BRIAN J3SEPH         * *   L A N G U A G E   A R T S   * *          SCHOOL  ANDREW J BELL
  ID   008381448                                                                 TEACHER J SYLVESTER      PERIOD 03

                         O = NON-MASTERY                                M = MASTERY


                .
  NUMBER        .
    OF          .
   TIMES        .
  TESTED        .
                .....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+.....+
                     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     1
OBJECTIVE NO         0     1     1     2     2     3     3     4     4     5     5     6     6     7     7     8     8     9     9     0
                     5     0     5     0     5     0     5     0     5     0     5     0     5     0     5     0     5     0     5     0


                .
  NUMBER        .
    OF          .
   TIMES        .
  TESTED        .        MMMMMMOM
                .....+.....+.....+.....+.....+.....+.....+.....+.....+.
                     1     1     1     1     1     1     1     1     1
OBJECTIVE NO         0     1     1     2     2     3     3     4     4
                     5     0     5     0     5     0     5     0     5
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ATTACHMENT 42

ATTACHMENT 43

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                                  I T E M   A N A L Y S I S

                     C L A S S R O O M   S U M M A R Y - L A N G U A G E   A R T S

    TEACHER ANNE EDUCATOR    PERIOD 07                  TEST DATED 05/01/79                    SCHOOL ANDREW J BELL

OBJ 130-1  SELECT SUBJECTS AND VERBS THAT AGREE.

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     0(  0)     4( 36)*    1(  9)     0(  0)     0(  0)     6( 54)      11
        2           0(  0)     0(  0)     0(  0)     5( 45)*    0(  0)     0(  0)     6( 54)      11
        3           0(  0)     1(  9)     1(  9)*    3( 27)     0(  0)     0(  0)     6( 54)      11

OBJ 131-1  CHOOSE APPROPRIATE VERB TENSE (PRESENT, PAST, FUTURE).

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     5( 45)*    0(  0)     0(  0)     0(  0)     0(  0)     6( 54)      11
        2           3( 27)*    1(  9)     0(  0)     1(  9)     0(  0)     0(  0)     6( 54)      11
        3           1(  9)     0(  0)*    2( 18)     2( 18)     0(  0)     0(  0)     6( 54)      11

OBJ 132-1  SELECT THE APPROPRIATE FORM OF THE PERSONAL PRONOUNS IN THE NOMINATIVE AND POSSESSIVE CASES. (I,YOU,HE....THEIRS)

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     0(  0)     4( 36)*    1(  9)     0(  0)     0(  0)     6( 54)      11
        2           0(  0)     5( 45)*    0(  0)     0(  0)     0(  0)     0(  0)     6( 54)      11
        3           1(  9)     0(  0)     0(  0)     4( 36)*    0(  0)     0(  0)     6( 54)      11

OBJ 133-1  SELECT CONNECTIVES APPROPRIATELY. (AND, OR, BUT)

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     5( 45)*    0(  0)     0(  0)     0(  0)     0(  0)     6( 54)      11
        2           5( 45)*    0(  0)     0(  0)     0(  0)     0(  0)     0(  0)     6( 54)      11
        3           1(  9)     0(  0)     0(  0)     4( 36)*    0(  0)     0(  0)     6( 54)      11

OBJ 134-1  SELECT APPROPRIATE FORM OF EXPRESSION TO AVOID DOUBLE NEGATIVES.

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     3( 27)*    1(  9)     1(  9)     0(  0)     0(  0)     6( 54)      11
        2           2( 18)*    0(  0)     1(  9)     2( 18)     0(  0)     0(  0)     6( 54)      11
        3           2( 18)     0(  0)     3( 27)*    0(  0)     0(  0)     0(  0)     6( 54)      11

OBJ 135-1  IDENTIFY THE PARTS OF A LETTER.

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     0(  0)     5( 45)*    0(  0)     0(  0)     0(  0)     6( 54)      11
        2           0(  0)     0(  0)     1(  9)*    4( 36)     0(  0)     0(  0)     6( 54)      11
        3           4( 36)*    1(  9)     0(  0)     0(  0)     0(  0)     0(  0)     6( 54)      11

OBJ 136-1  IDENTIFY THE CORRECT FORM TO ADDRESS AN ENVELOPE.

    QUESTION          A          B          C          D          E        INVALID     BLANK      TOTAL
        1           0(  0)     1(  9)     4( 36)*    0(  0)     0(  0)     0(  0)     6( 54)      11
        2           3( 27)*    0(  0)     2( 18)     0(  0)     0(  0)     0(  0)     6( 54)      11
        3           0(  0)     0(  0)     0(  0)     5( 45)*    0(  0)     0(  0)     6( 54)      11
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NEW ORLEANS PUBLIC SCHOOLS

SECONDARY CURRICULUM IMPROVEMENT PROGRAM

REPORT TO PARENTS

SUBJECT AREA

* LANGUAGE ARTS *

Student's Name: NOT AVAILABLE: 111111111 Date(s): 01/27/81
School: MARION ABRAMSON Teacher: JONES R

This report shows how well your child has done on skills we have been studying in school.

CONGRATULATIONS--YOUR CHILD HAS LEARNED THE FOLLOWING SKILLS...

.SELECT SUBJECTS AND VERBS THAT AGREE.

.CHOOSE THE APPROPRIATE VERB TENSE (PRESENT, PAST, FUTURE).

.SELECT THE APPROPRIATE FORM OF A PERSONAL PRONOUN.

.USE AND, OR, BUT CORRECTLY.

.SELECT APPROPRIATE FORM OF EXPRESSION TO AVOID DOUBLE NEGATIVES

.FIND THE PARTS OF A LETTER.

.USE THE CORRECT FORM TO ADDRESS AN ENVELOPE.

.FILL OUT APPLICATIONS AND FORMS.

.FIND WORDS NEEDING CAPITAL LETTERS.

YOUR CHILD HAS NOT YET LEARNED THE FOLLOWING SKILLS AND NEEDS HELP WITH THEM.	RECOMMENDED HOME STUDY
.USE PUNCTUATION CORRECTLY.	142 A, B
.USE PUNCTUATION IN RECORDING TIME AND DATES.	143 A
.USE COMMAS BETWEEN WORDS IN A SERIES.	144 A

YOU CAN HELP YOUR CHILD LEARN THE ABOVE SKILLS BY ASKING THE TEACHER TO SEND YOU THE HOMEWORK ASSIGNMENTS LISTED ABOVE.

IF YOU WISH ADDITIONAL INFORMATION OR ASSISTANCE, CALL THE HOME STUDY COORDINATOR AT 947-1810.

SUGGESTED HOMEWORK TIPS:

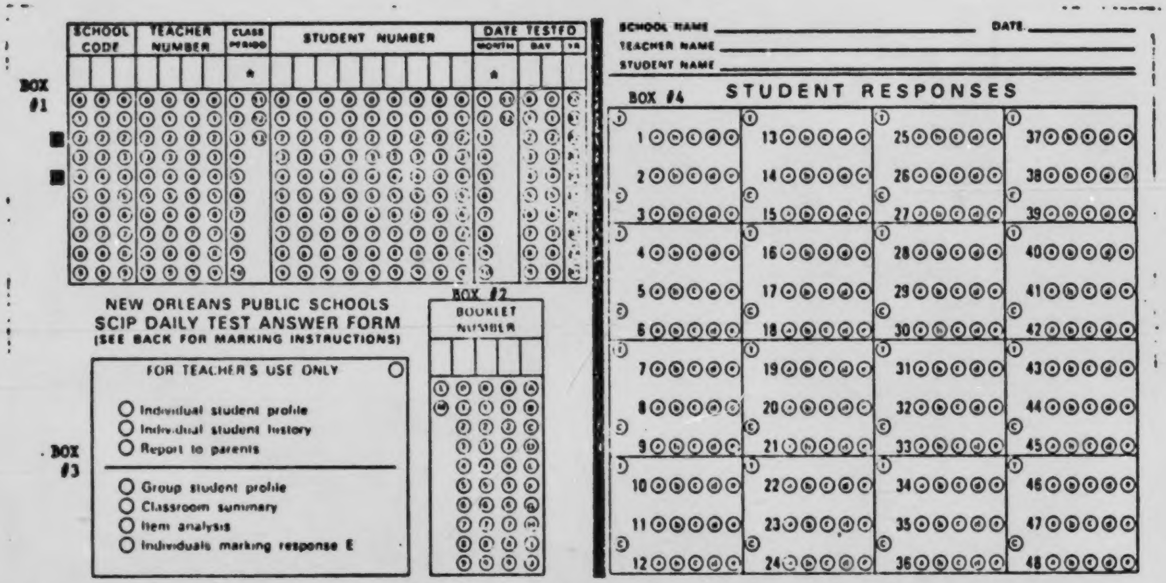
1. PROVIDE A PLACE AND A TIME FOR HOMEWORK.
2. HELP YOUR CHILD WITH HOMEWORK ASSIGNMENTS.

ATTACHMENT 44

Changeover from Calendar Date to "Daily" Testing

In the spring of 1980, a more flexible system was piloted at a junior high school. It provides the opportunity for testing whenever the teacher wishes to do so and with whatever objectives the teacher wishes to test (the first set of booklets had to be used as a whole). (See attachment 45, customized computer answer sheet - SCIP DAILY TEST ANSWER FORM.")

ATTACHMENT 45



NEW ORLEANS PUBLIC SCHOOLS
SCIP DAILY TEST ANSWER FORM
(SEE BACK FOR MARKING INSTRUCTIONS)

BOX #1

SCHOOL CODE	TEACHER NUMBER	CLASS PERIOD	STUDENT NUMBER	DATE TESTED MONTH	DAY	YR
		*		*		

BOX #2

BOOKLET NUMBER

BOX #3

FOR TEACHER'S USE ONLY ○

○ Individual student profile
○ Individual student history
○ Report to parents

○ Group student profile
○ Classroom summary
○ Item analysis
○ Individuals marking response E

SCHOOL NAME ______ DATE ______
TEACHER NAME ______
STUDENT NAME ______

BOX #4 STUDENT RESPONSES

GENERAL INSTRUCTIONS: Use a No. 2 pencil. Do not use ink. Fill the bubble. Do not mark outside the bubble. Erase any stray marks on the answer sheet.

BOX #1: Each column in Box #1 must have only one digit bubbled in except where there is a *. In those cases, there must be one bubble for two columns.

If the day of the month is one digit, an 0 must precede the digit, e.g., 05.

BOX #2: Bubble L for Language Arts or M for Mathematics. There are three digits and one letter (Booklet letters A thru J). If the booklet is identified by less than three numbers, an 0 must precede the number(s), e.g., 030.

BOX #3: The teacher uses this box to specify reports desired and to indicate certification of mastery.

Note the dividing line between individual reports and group reports. Teachers may bubble in individual reports requested for each test administered.

If a teacher requests any of the group reports on any one of the students' answer sheets, the report(s) will be furnished for that set of tests being forwarded to the computer.

Note the bubble in the upper right-hand corner. When the teacher certifies that a student has mastered an objective or objectives in a frame or frames under Box #4, the teacher also bubbles in the bubble in the right-hand corner of Box #3.

Group student profiles returned weekly to teachers will include results of two weeks of testing according to present parameters.

BOX #4: The whole booklet or part of a booklet may be administered. In either case, the Ⓣ's must be bubbled in.

The students do not bubble in the Ⓣ's or the Ⓒ's.

If an objective is to be taken, the Ⓣ must be bubbled in by the teacher.

The student bubbles in answers to the three questions in the frames with bubbled in Ⓣ's only.

The teacher bubbles in the Ⓒ's when the teacher is certifying mastery of the objective by the student.

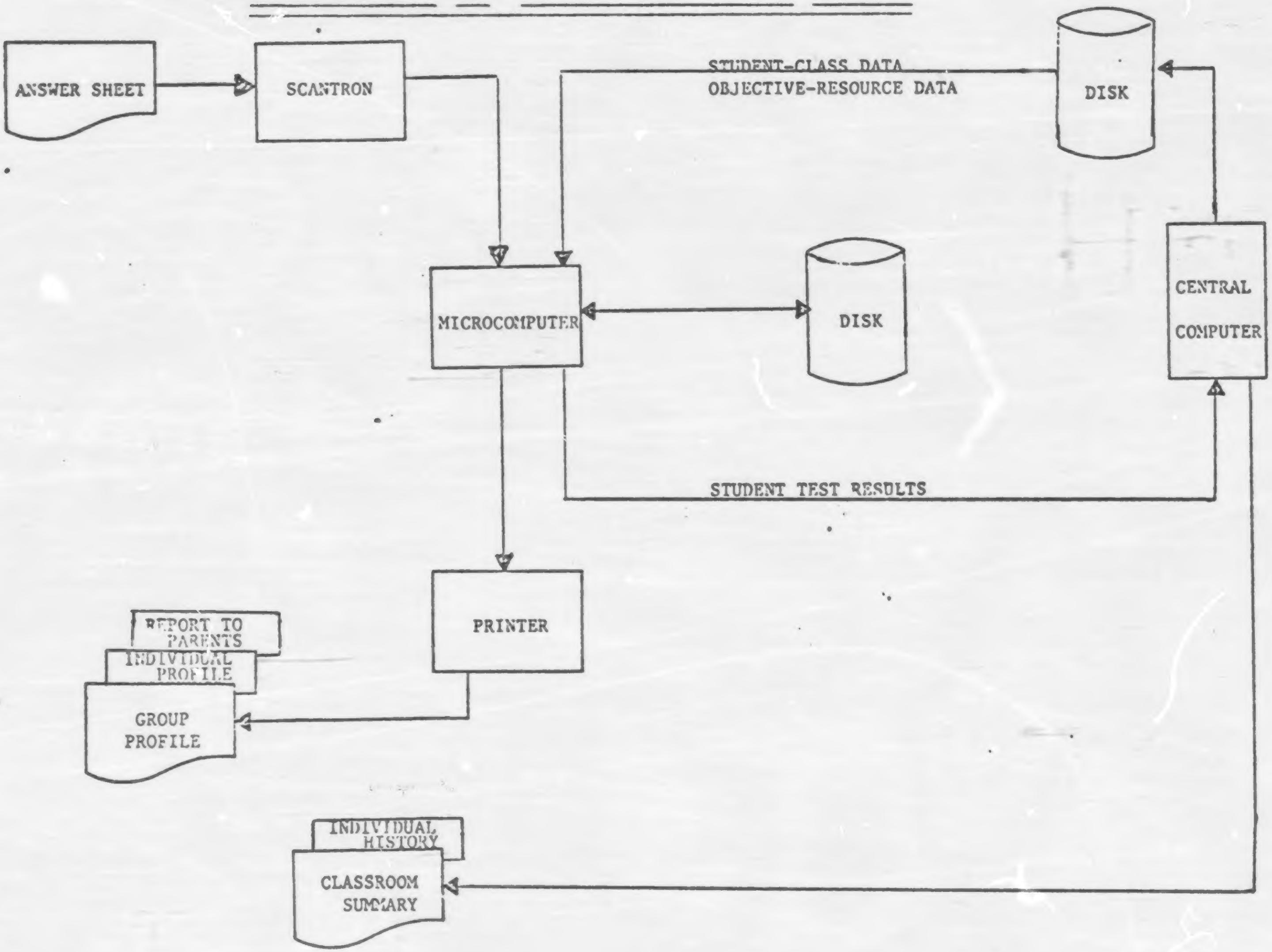
During the 1980-81 session, the school system itself is producing the MIS reports. Six schools are piloting the "daily" procedure, and with the second half of the school year, it is anticipated that the other secondary schools will move to the "daily" system.

Microcomputers in the Schools

In the spring of 1981, the third and more flexible step of the feedback system will be piloted. A teacher will use a scannable answer sheet which will be passed through a scanner to the microcomputer, and the teacher will receive results in the form of the Individual Student Profile, the Group Profile, and/or the Parent Report, as chosen, at the school site. The test results will be entered into the computer at the central office for reports, such as the Student History, that require the more extensive data bank. (See attachment 46, "Schematic of Microcomputer Pilot.")

ATTACHMENT 46

SCHEMATIC OF MICROCOMPUTER PILOT


ANSWER SHEET
SCANTRON
STUDENT-CLASS DATA
OBJECTIVE-RESOURCE DATA
DISK
MICROCOMPUTER
DISK
CENTRAL COMPUTER
STUDENT TEST RESULTS
PRINTER
REPORT TO PARENTS
INDIVIDUAL PROFILE
GROUP PROFILE
INDIVIDUAL HISTORY
CLASSROOM SUMMARY

During 1981-82, schools will be able to dedicate SCIP grant funds to the purchase of the microcomputer hookup, if they so desire, after the piloting is completed.

Title I Programs Cross Indexing

The publishers of programs used in Title I classrooms were asked to correlate their objectives to the New Orleans Public Schools *Minimum Competencies*. These correllations are being provided to the teachers of Title I classes and to the Board-funded teachers from whom the Title I students are withdrawn. These teachers will communicate relative to the computer reports which indicate non-mastery (as well as mastery) of objectives by students, and Title I supplementary classes will assist the students with correctives.

SCIP Management Information System "User's Manual"

A SCIP *User's Manual* for the Management Information System has been provided to every school, a copy being housed with the principal or in the library and a second copy being housed with the SCIP Coordinator for the school. Copies are being printed for every English, reading, and mathematics teacher.

PART V

HOME STUDY

Home Study Component

The Home Study Component is an important dimension of SCIP serviced by the Management Information System. When the MIS report indicates the need for additional time-on-task, parents have been informed that each school has been provided with lessons that correlate with each objective. Parents may contact the teacher to make arrangement to pick up lessons or to have them sent home. (See attachment 47, letter from Superintendent to parents, and attachments 48 and 49, sample lessons - "SCIP Home Study Program.")

NEW ORLEANS PUBLIC SCHOOLS

4100 TOURO STREET · NEW ORLEANS, LOUISIANA 70122

CHARLES E. MARTIN
Superintendent

(504) 288-6561

November 1, 1980

Dear Parents:

Things are going very well this year. We are moving ahead with our Secondary Curriculum Improvement Program (SCIP) in the New Orleans Public Schools. We are pleased to announce that the SCIP Home Study Program will soon begin in your school. This program makes it possible for you, if you wish, to assist your child to learn the skills he needs.

From time to time, your child will be tested on the skills that he or she has been taught in the Language Arts and the Math classes. You will then receive a "Report to Parents" which will show you the progress that your child has made. Each skill with which your child needs additional help will also be listed and home study assignments will be recommended.

If you wish to work with your child at home, your child can get home study assignments from his teacher. If you have any questions concerning the program, you may call the office of the Home Study Coordinator, Mrs. Faye Haley, at 947-1810. She will be happy to help you. Mrs. Haley is also available to meet with you at one of the parent-teacher meetings at your school to explain home study further.

A good education for your child must be a team effort. We look forward to working with you, your child, and your child's teacher as a part of the team this year!

Sincerely,

Charles E. Martin
Superintendent

ATTACHMENT 47

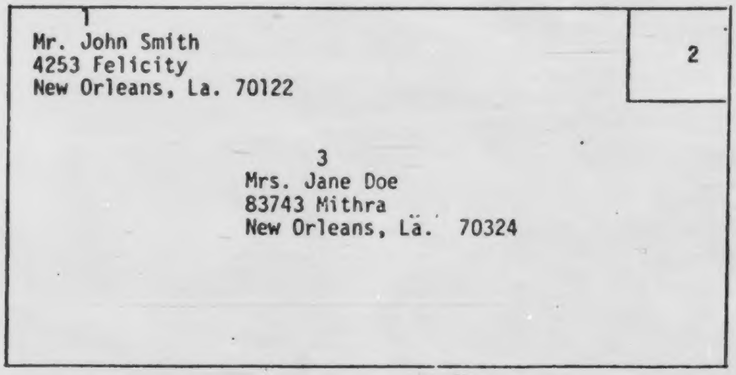
OBJECTIVE(S): 136

SCIP HOME STUDY PROGRAM

136 a

OBJECTIVE: Identify the correct form to address an envelope.

Directions: Study the following envelope, and then answer the questions below.

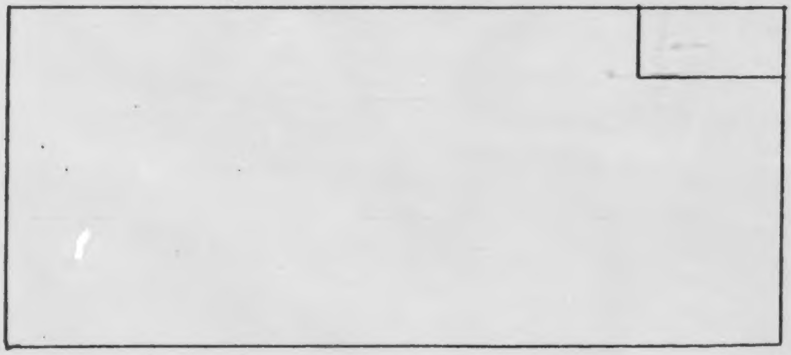


Mr. John Smith
4253 Felicity
New Orleans, La. 70122

Mrs. Jane Doe
83743 Mithra
New Orleans, La. 70324

1. The return address on the envelope is: ______________
2. The sender of the letter is: ______________
3. The letter is being sent to what person: ______________
4. The letter is being sent to what address: ______________
5. The stamp goes in spot number: ______________

Directions: Address the envelope below as follows: The return address: Mrs. Joan Koch at 1954 St. Michel, Kenner, La., 70062. The letter is being sent to: Mr. John Hale at 4379 Cognac, Kenner, La. 70062.



ATTACHMENT 48

OBJECTIVE(S): 474

SCIP HOME STUDY PROGRAM

474 a

OBJECTIVE: Identify the standard English units to measure length (yards, feet, inches, and miles).

Inches - Feet - Yards

1 foot = 12 inches

3 feet = 36 inches

3 feet = 1 yard

LEARN: To change feet to inches, multiply by 12.
To change inches to feet, divide by 12.

Answer as indicated.

1. How many inches are in 4 feet? 48 because 4 x 12 = 48
2. How many inches are in 6 feet? ________ because ____________
3. How many inches are in 9 feet? ________ because ____________
4. How many feet are there in 84 inches? 7 because 84 ÷ 12 = 7
5. How many feet are in 60 inches? ____________ because ____________
6. How many feet are in 120 inches? ____________ because ____________

LEARN: To change yards to feet, multiply by 3.
To change feet to yards, divide by 3.

Answer as indicated.

1. How many feet are there in 4 yards? 12 because 4 x 3 = 12
2. How many feet are there in 7 yards? ________ because ____________
3. How many feet are there in 34 yards? ________ because ____________
4. How many yards are in 36 feet? 12 because 36 ÷ 3 = 12
5. How many yards are in 27 feet? ____________ because ____________
6. How many yards are in 9 feet? ____________ because ____________

ATTACHMENT 49

Home Study Coordinator

The Home Study Coordinator writes the Home Study lessons or chairs the committee of teachers who prepare the lessons (a grant from the Department of Education makes the latter possible). The Home Study Coordinator is the third member of the team of three (Team Leaders in Language Arts and Mathematics being the other two) who are stationed at the SCIP Resource Center and who coordinate the efforts of the SCIP Associates and supervise the Staff Development Model. The Home Study Coordinator is available to inservice teachers or to conduct workshops for parents at the parent-teacher meetings (PTA or Co-op Club) at the schools. The Coordinator also works with Title I, providing copies of the Minimum Competencies (written in less technical language than those used by the teachers))for distribution to parents with whom the Title I Liaison Workers communicate relative to progress of students. The parents are made aware of the Home Study lessons that are available, and they are able to track progress on the list of objectives as they work with their youngsters to see that they complete home assignments to provide practice and more time-on-task to master competencies.

PART VI

SCIP STAFF DEVELOPMENT MODEL

Need for Staff Development Model

As the SCIP Associates pursued their duties in the District offices: inservice to the schools for the Management Information System; assistance to the schools in the development of their SCIP Plans and Budgets; and assistance to the schools in the interpretation and instructional use of CTBS scores and Louisiana Assessment results, teachers and school administrators were seeking other staff development and inservice resources. At budget time in the spring of 1980, a proposal for a model for inservice for SCIP reading, English, and mathematics teachers to begin during the summer of 1980 was submitted. The proposal had received the approval of the SCIP Steering Committee. (See attachment 50, "A Proposal for a Model for Inservice for SCIP Reading/Language Arts and Mathematics Teachers.")

A PROPOSAL FOR A MODEL FOR INSERVICE FOR SCIP READING/LANGUAGE ARTS AND MATHEMATICS TEACHERS

May 13, 1980

OBJECTIVES:

A. Each teacher in the inservice will be able to:

1. articulate an understanding of the Mastery Learning System;
2. implement Mastery Learning techniques in the classroom setting;
3. serve as a role model for other teachers in the school.

B. An increasing number of secondary teachers in reading/language arts and mathematics at the secondary level:

1. will be committed to Mastery Learning as a philosophy and instructional technique;
2. will implement the New Orleans Public Schools Mastery Learning System in the classroom;
3. will display a knowledge of the processes in teaching reading and writing;
4. will display a knowledge of the processes in teaching mathematics.

C. The teachers being phased-in on a five-year timeline in SCIP Plans of secondary schools will receive inservice assistance from SCIP Staff Development personnel:

1. at the SCIP Resource Center;
2. at the school site and in the classroom.

ATTACHMENT 50
(page 1)

D. Secondary students taught by Mastery Learning teachers will:

1. read, write, speak, and listen at acceptable levels, i.e.,
    a. master minimum competencies,
    b. master minimum life skills,
    c. master competencies and life skills beyond the minimums.
2. compute at acceptable levels, i.e.,
    a. master minimum competencies,
    b. master minimum life skills,
    c. master competencies and life skills beyond the minimums.

- -

INSERVICE ACTIVITIES AT SCIP RESOURCE CENTER

Teachers will:

A. design Mastery Learning Units using:

1. New Orleans Public Schools Skills Continua
2. New Orleans Public Schools Minimum Competencies
3. Management Information Sustem, including:
    a. criterion-referenced tests;
    b. reports;
    c. home study lessons;
    d. teaching/learning resources;
    e. correctives

ATTACHMENT 50
(page 2)

4. informal assessments of reading, writing, and computing

5. Mastery Learning techniques:

   a. organization of classroom for Mastery Learning System;

   b. organization of multi-media materials;

   c. diagnosis of entry levels of students;

   d. grouping of students;

   e. time-on-task (including home study);

   f. use of feedback;

   g. organization of correctives (including home study).

B. develop a model for using Mastery Learning processes by micro-teaching a Mastery Learning Unit to peers using the Management Information System to:

1. group peers by using the individual histories;

2. test participants by using CRT's;

3. use correctives prescribed by the Management Information System or opt for an alternative choice of the teacher.

C. contribute to a set of model Mastery Learning units housed at the SCIP Resource Center for:

1. use by future inservice groups;

2. duplication and distribution to other teachers;

3. use in the Management Information System as additional Teaching/Learning Resources.

ATTACHMENT 50
(page 3)

D. build a cadre of Mastery Learning Teachers for:

  1. implementation of SCIP;

  2. visitation by administrators, teachers, and others as demonstrators of Mastery Learning.

- -

INSERVICE ACTIVITIES AT SCHOOL

Teachers will:

A. receive the assistance of SCIP Staff Development personnel to implement the Mastery Learning System in their classrooms by:

  1. reviewing Mastery Learning elements learned in inservice activities at the SCIP Resource Center;

  2. conferring jointly to determine needs as they relate to the Mastery Learning System;

  3. implementing the model learned by:

    a. organization of classroom for Mastery Learning System;

    b. organization of multi-media materials;

    c. diagnosis of entry levels of students;

    d. grouping of students;

    e. time-on-task (including home study);

    f. use of feedback;

    g. organization of correctives (including home study).

  4. demonstrations by Staff Development personnel at the site and with classes.

B. receive reinforcement through follow-up visits from Staff Development personnel.

PLAN AND TIMELINE FOR STAFF DEVELOPMENT WORKSHOPS AND ASSISTANCE AT SCHOOL SITES FOR TEACHERS BEING PHASED INTO THE MASTERY LEARNING SYSTEM

(STAFF DEVELOPMENT PERSONNEL EMPLOYED FROM JULY 1, 1980, UNTIL MAY 1, 1981)

Workshop Dates at SCIP Resource Center	Person Responsible	Principals and District Associates	Teachers Serviced LA	Teachers Serviced M
July 7 - July 11 July 14 - July 18 July 21 - July 25 Aug. 4 - Aug. 8 Aug. 11 - Aug. 15 Aug. 18 - Aug. 22 Oct. 27 - Oct. 31 Nov. 17 - Nov. 21 Dec. 8 - Dec. 12 Feb. 2 - Feb. 6 Mar. 9 - Mar. 13	Team Leaders HomeStudy Coordinator Staff Development (by fourth workshop, Staff Development Personnel will handle inservice with reference to Team Leaders only as necessary)	Principals and Associates from Schools/Districts be inserviced will attend	8 (from several schools at each workshop) 96 Total 192	8 96

Workshop Dates at School Sites	Person Responsible	Principals and District Associates	Teachers Serviced LA	Teachers Serviced M
These workshop dates will be scheduled in a less structured format but Staff Development Personnel will work for a week with teachers who attended SCIP Resource Center Workshops at the classroom level.	Team Leaders Home Study Coordinator Staff Development Personnel (Staff Development Personnel will handle inservice with reference to Team Leaders as necessary. Team Leaders as necessary. Team Leaders and Home Study Coordinator will visit school sites.)	Staff Development Personnel will work with teachers through principals. There will be liaison with District Associates through Team Leaders	8 (same teachers as above) 120* Total 240*	8 120*

* These figures include 24 from LA and 24 from M, a total of 48 from sessions in June 1980, in sessions conducted summer 1980, fiscal year '79-'80. (See addendum attached.)

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(page 5)

ADDENDUM

STAFF DEVELOPMENT ACTIVITIES

JUNE 1980

Workshop Dates at SCIP Resource Center	Persons Responsible	Principals and District Associates	Teachers Service	
			LA	M
June 13 - June 19 June 20 - June 26 June 27 - July 3	Team Leaders Home Study Coordinator Staff Development Personnel (by the fourth workshop, in fiscal year 1980-81, Staff Development Personnel will handle inservice with reference to Team Leaders only as necessary)	Principals and Associates from Schools/Districts inserviced will be invited to attend	8	8
			24	24
		Total	48	

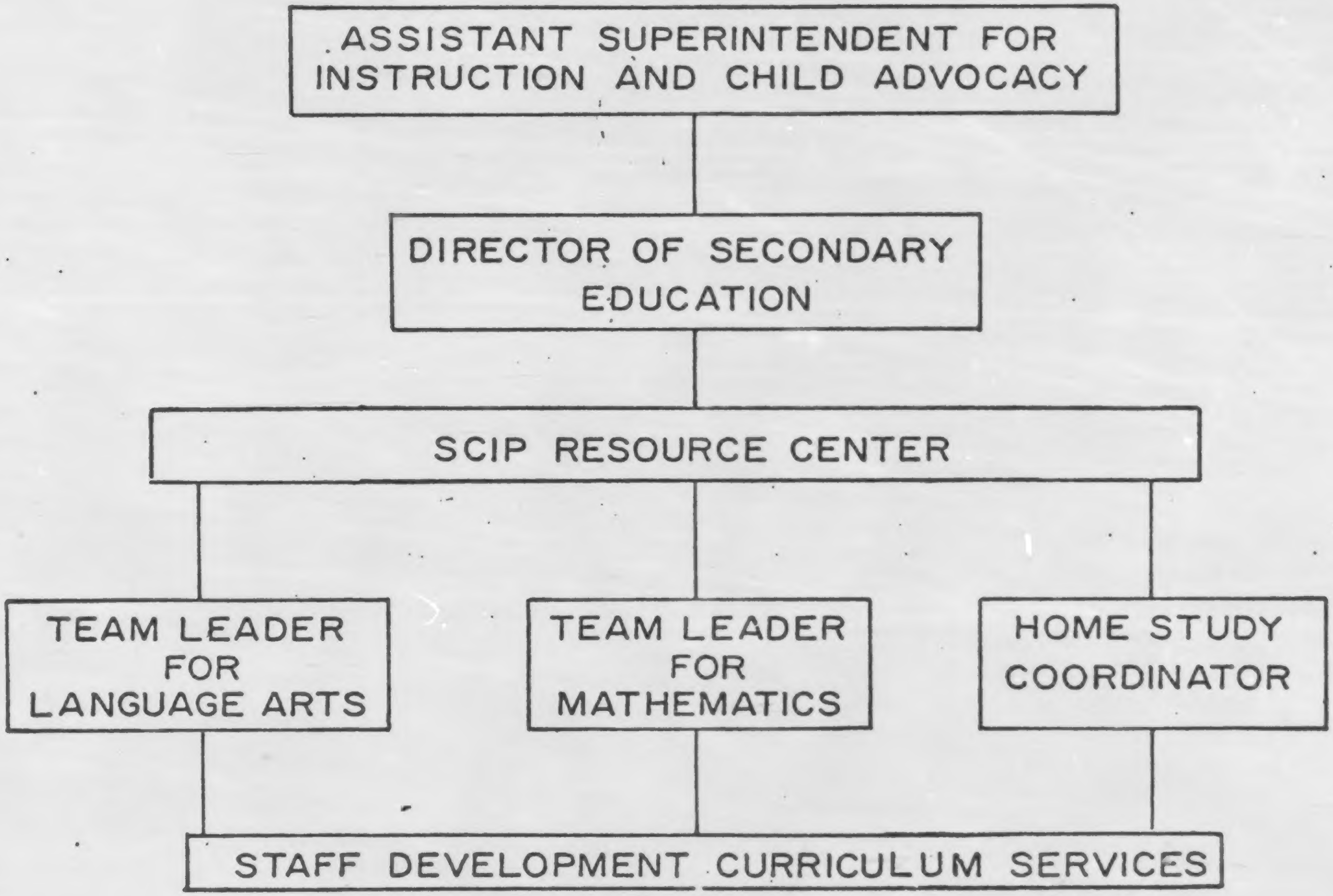
ATTACHMENT 50
(page 6)

SCIP Staff Development Curriculum Services

The proposal was funded beginning in June of 1980. Four Staff Development Teachers were appointed. These teachers had worked successfully with SCIP at their school sites in differing capacities, but all had had experience at the classroom level. The Team Leaders in Language Arts and Mathematics and the Home Study Coordinator supervise the Staff Development Curriculum Services, participate in the Staff Development Model, coordinate the efforts of the SCIP Associates, and assist the schools with their SCIP efforts. (See attachment 51, organizational chart - "SCIP Staff Development Curriculum Services.")

ATTACHMENT 51

SCIP STAFF DEVELOPMENT CURRICULUM SERVICES


ASSISTANT SUPERINTENDENT FOR INSTRUCTION AND CHILD ADVOCACY
DIRECTOR OF SECONDARY EDUCATION
SCIP RESOURCE CENTER
TEAM LEADER FOR LANGUAGE ARTS
TEAM LEADER FOR MATHEMATICS
HOME STUDY COORDINATOR
STAFF DEVELOPMENT CURRICULUM SERVICES

SCIP Staff Development Model Objectives, Parts I and II

SCIP Staff Development addresses the use of the SCIP documents of the school system with "on-hands" experiences by workshop participants. The setting for the workshops, Part I, is the Language Arts Laboratory and the Mathematics Laboratory at the SCIP Resource Center. The focal point is Mastery Learning, and this includes the writing of Mastery Learning lessons as they fit with units; knowledge of Bloom's Taxonomy; knowledge of teaching and learning styles; preparation of extensions and correctives; diagnosis of cognitive entry levels; selection of alternative teaching strategies; etc. Special emphasis is given to grouping of secondary students. Two particular curriculum needs are targeted in language arts and mathematics, i.e., writing and problem solving. (See attachment 52, "SCIP Five-Day Workshop Performance Objectives," and attachment 53, "Objectives for Five-Day Workshop.")

SCIP FIVE-DAY WORKSHOP PERFORMANCE OBJECTIVES

1. Given the use of the New Orleans Public Schools Skills Continua and Minimum Competency Objectives, the participants will select a strand and objective(s), then write a sequence of tasks for an actual mastery learning lesson.

2. Using the information given in the Content Emphasis presentation, language arts and math teachers will interact and exchange instructional techniques to teach composition and problem solving.

3. Using the information from the presentations, participants will write (1) correctives and (2) extensions for their mastery learning lessons, demonstrating 1) alternative methods to teach the specific objective not mastered; 2) how they reach higher cognitive levels.

4. Using the following handouts, the participants will refine their mastery learning lessons: (1) Checklist for a Mastery Learning Lesson; (2) Bloom's Taxonomy; (3) Learning Styles.

5. Given a summative examination of the week's work, the participants will demonstrate mastery by achieving a mastery level of 95%.

ATTACHMENT 52

OBJECTIVES FOR FIVE-DAY WORKSHOP

GOAL: To provide participants with the knowledge and skills needed to utilize mastery learning in their classrooms.

OBJECTIVES:

A. INTRODUCTION OF STAFF, PRESENTATION OF OBJECTIVES

1. To make participants feel comfortable and to nurture group cohesiveness
2. To provide an overview of the week's work

B. SCIP JOURNAL

To provide participants with a forum for

1. asking questions
2. giving daily formative evaluations of presentations
3. listing expectations of themselves, their schools and departments
4. informing staff developers of the areas in which they feel they will need assistance during school site visits

C. SCIP: AN IDEA WHOSE TIME HAS COME

1. To provide participants with background information on the development of the program and its organization in the N.O.P.S.
2. To increase the participants awareness of the instructional significance of SCIP for the N.O.P.S.

D. MASTERY LEARNING: AN OVERVIEW

To increase participants' understanding of the philosophy of mastery learning and how it can improve instruction

E. SKILLS CONTINUA AND MINIMUM COMPETENCY OBJECTIVES

To explain the layout of these documents so that participants may use them effectively

F. SELECTION OF SKILL STRAND FOR MASTERY LEARNING LESSON

To give participants an opportunity to use the Continua and MCO's in determining the skill area appropriate for their design of an actual lesson to be taught using mastery learning techniques

G. CONTENT EMPHASIS

To demonstrate for participants how they can structure a mastery learning lesson in two key areas: (1) Problem Solving - MATH and (2) Composition - LANGUAGE ARTS

H. BLOOM'S TAXONOMY

To provide participants with the knowledge necessary for taking students to higher cognitive levels of thinking within classroom instruction

ATTACHMENT 53
(page 1)

I. TESTING

1. To demonstrate the interpretation and utilization of CTBS and Louisiana Assessment tests as instructional tools
2. To demonstrate the development and utilization of formative and summative tests
3. To familiarize participants with CRT test items and demonstrate how test items should be written

J. MANAGEMENT INFORMATION SYSTEM

To familiarize participants with each aspect of the M.I.S. so that they may understand its usefulness as an invaluable instructional tool

K. LEARNING STYLES

To make participants aware of the various styles of learning and how these can be accommodated in their teaching styles, correctives and extensions

L. CORRECTIVES AND EXTENSIONS

1. To define correctives and extensions
2. To demonstrate how these can be designed to fit different learning styles
3. To demonstrate how extensions can be written on higher cognitive levels

M. GROUPING STUDENTS AND ORGANIZING THE PHYSICAL ENVIRONMENT

1. To demonstrate how grouping can work and how it has worked in the mastery learning classroom
2. To emphasize the importance and effectiveness of physical organization of the mastery learning classroom

N. REFINEMENT AND DEVELOPMENT OF MASTERY LEARNING LESSON

To provide participants with an opportunity to utilize the information given on testing, objectives, learning styles, correctives and extensions in completing their lessons in final form for duplication.

O. MICRO-TEACHING

To give participants valuable time to share their lessons with other professionals and to receive suggestions and constructive criticism

P. SCIP SUMMATIVE TEST

To provide a final examination for participants to determine their "level of mastery" of workshop skills

Q. PROBLEM SOLVING

To give participants the opportunity to brainstorm possible solutions to problem areas they have identified as potential obstacles to their success with mastery learning during the coming school year

For Part II, the Staff Development Teachers assist the teachers who attended the workshop, Part I, by visiting their schools and working with them in their classrooms. The teachers may ask for assistance in certain areas, but the following topics are included: diagnosis, teaching and learning modalities, motivation, management of learning/teaching, composition and problem solving, extensions and correctives, and grouping. (See attachment 54, "SCIP Staff Development Program - Part II.")

ATTACHMENT 54

SCIP STAFF DEVELOPMENT PROGRAM

Phase II

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-3:15 Diagnosis of student mastery, learning styles: a) Teaching Styles b) Motivation	8:30-3:15 Management of Learning: a) Setting up Resource Centers b) Setting up Learning Centers c) Using the MIS efficiently d) Disciplining students e) Making/Using games and manipulatives f) Making skills charts	8:30-12 Noon Content Emphasis: a) Composition-Language Arts b) Problem-Solving Mathematics	8:30-3:15 Extensions and Correctives; Grouping Homestudy	8:30-12Noon Grouping (cont.)
		1:00-3:15 Staff Development Teachers will meet with principals of schools scheduled for next week to finalize plans.		12-3:15 Staff Development Teachers return to center for staff meeting and planning for next week

Evaluation of Staff Development Model

The summative evaluation of the summer workshops gives evidence of both the need for and the success of the model. (See attachment 55, "Summative Evaluation.")

ATTACHMENT 55
(page 1)

SUMMATIVE EVALUATION

Rating Scale: Excellent 5; Good 3; Fair 1; Poor 0.

	June 13	June 20	June 27	July 7	July 14	July 21	July 28	August 4	August 11	August 18	Totals
A. PRESENTATIONS											
1. "SCIP: An Idea Whose Time Has Come"	4.5	4.0	4.1	4.2	4.4	4.1	4.5	3.5	4.3	4.4	4.2
2. Mastery Learning: An Overview	4.3	4.1	4.2	3.5	4.3	4.0	4.6	4.1	4.1	4.8	4.2
3. Content Emphasis	4.9	4.4	4.2	4.6	3.6	4.8	4.3	3.9	3.9	4.5	4.3
4. Bloom's Taxonomy	4.7	4.6	4.8	4.0	4.9	4.5	4.5	4.2	4.6	4.9	4.6
5. Learning Styles	4.6	4.8	4.8	4.0	4.4	4.6	4.0	3.7	4.3	4.7	4.4
6. Grouping	3.5	4.5	3.7	4.6	4.8	4.7	4.3	3.7	4.5	4.7	4.3
7. Correctives and Extensions	4.8	4.3	4.5	4.8	4.4	4.5	4.3	3.6	4.3	4.7	4.4
8. Objectives for In-School In-Service	3.7		3.8	4.7		4.7	3.2	3.6	4.0	4.4	4.0
TOTALS	4.4	4.2	4.2	4.3	4.4	4.5	4.3	3.9	4.3	4.6	4.3
B. ACTIVITIES											
1. Match Game	4.1	4.2	4.8	4.3	4.3	4.4	3.7	4.0	4.1	4.8	4.3
2. SCIP Journal	3.6	3.7	4.2	3.9	4.0	4.3	4.1	3.5	3.8	3.7	3.9
3. Writing Objectives	4.7	4.5	4.9	4.8	4.0	4.8	4.5	4.3	4.5	4.5	4.6
4. Utilizing Test Profiles	3.4	3.3	4.9		4.5	3.5					3.9
4. Testing, Testing (August 1, 1980)							4.5	3.4	4.2	4.8	4.2
6. Critique Sessions	4.2	4.5	4.7	4.2	4.4	4.8	4.4	4.3	4.7	4.6	4.5
5. Writing Lessons	4.0	4.5	4.9	4.8	4.6	4.6	4.2	4.3	4.5	4.7	4.5
7. Learning Styles	4.5	4.0	4.8	4.3	4.4	4.5	3.6	4.2	3.9	4.7	4.3
TOTALS	4.0	4.1	4.7	3.7	4.3	4.4	4.1	4.0	4.2	4.6	4.3
C. STRUCTURE											
1. Format	4.4	4.9	4.5	4.7	4.5	5.0	4.1	4.3	4.3	5.0	4.6
2. Timing	3.7	4.4	4.2	3.9	3.2	4.6	3.8	3.9	4.3	4.2	4.0
3. Movement Patterns	4.1	4.6	4.4	4.0	3.6	4.7	4.0	3.8	4.1	4.6	4.2
4. General Organization	4.1	4.9	4.6	4.6	4.1	4.8	4.1	4.0	4.3	4.7	4.4
5. Handouts	4.5	4.9	4.8	4.8	4.3	4.8	4.7	4.2	4.7	4.9	4.7
6. Audio-Visual Utilization	4.1	4.9	4.8	4.5	4.3	4.6	4.4	4.3	4.6	4.8	4.5
TOTALS	4.2	4.7	4.5	4.4	4.0	4.8	4.2	4.1	4.4	4.7	4.4

EVALUATION NARRATIVE

The workshop was very interesting and informative. I learned many things which I shall apply to my coming year's plans.

Gained a general knowledge of what SCIP is all about. My first formative workshop involving SCIP

Dr. Garber's presentation was excellent - informative, practical and new.

Carole's presentation was well-organized and informative.

Persons conducting workshops are very good, make points clear, bring things right to the forefront.

I thought the workshop was very interesting and enjoyable. I got a very thorough understanding of Mastery Learning.

I enjoyed the rap session in the individual groups. I felt this was the most beneficial part of the day. The actual process of writing a lesson was quite beneficial also.

I appreciate and value the knowledge and skills you have shared. I have learned a lot from your workshop and hope I can communicate these ideas to my students.

There was adequate help given in preparing the lesson plan. The sessions on correctives and extensions and grouping were very good.

I found the entire workshop very informative. My knowledge prior to this workshop involving SCIp was very vague. I feel that I now can enter my classroom in the Fall and better utilize the Mastery Learning concept. The warmth and friendliness of the Staff Developers greatly enhanced learning.

The session dealing with Content Emphasis was very informative. Dr. Garber gave me new insight into the evaluation of compositions. All of the facilitators of the other sessions were knowledgeable in their areas. Their handouts gave a lot of good information.

The genuine friendliness and informality of the staff added greatly to the workshop. We felt we were discussing this new idea with "friends" rather than "experts". We felt free to voice our concerns. It was so well organized and planned that we know just what we will be attempting in "Mastery Learning".

The staff was very personable, an asset to any workshop. Too often, workshops tend to be too formal and solely lecture, not allowing for any infraction of members. Contrary to that, the atmosphere of this workshop has been relaxed, yet very conducive to learning.

It is most refreshing to attend a workshop where suggestions are given -- not directives. You ladies have done a fine job.

I especially enjoyed the session on "Grouping". Sharon's detailed & well structured presentation made me aware of some of the techniques

ATTACHMENT 55
(page 2)

of grouping that can be used to accomplish mastery in my classroom.

This is the best workshop I have ever attended. This is my first year teaching and I have learned a lot. This information will be useful to me in the Fall. I will take advantage of your resources and time and call on you when I need help.

This week has been very productive, practical and informative. The presentation on grouping was especially helpful and will definitely be useful!

This was a fantastic workshop!!! Many useful and interesting ideas were presented to us that we can use in our classrooms. The presentations helped refresh my memory on SCIP and Mastery Learning objectives. This is the first workshop I have attended that has benefitted me in so many ways. Thank you very much for an enjoyable week!!!

Everything was great! - Especially the last day of critiques of writing lessons and sharing with all. A good summation from the whole week.

I particularly enjoyed and profited from the Essentials of Mastery Learning Lesson. It clearly spelled out the process and provided directions to help fill some gaps that were missing in my own instructional program. Although I reluctantly did the Lesson in thie workshop, the practice was helpful and I believe I will less trouble in the Fall.

I learned many valuable skills within the workshop. The information shared by the group was beautiful. The staff is great!! Keep up the good work!!!

Congratulations!! I've never rated a workshop so highly before. The ambience created was perfectly suited to the workshop; warm, friendly and productive. It is a pleasure to hear such articulate, well-spoken, intelligent presenters! As I've said before in the SCIP Journal, this has been an excellent overview, presented in a creative, flexible, humane manner. I think this will help dispel some folks' negative reactions to SCIP. Your emphasis on teacher autonomy is to be commended and I hope continued, for many of us are (justifiably) wary of a seeming trend towards a sterile standartization in education, instead of emphasizing positive aspects of diversity. Very good senses of humor helped. Good sharing with peers. I hope SCIP will continue to bring teachers from different schools and situations together! Sometimes we are cloistered in our separate school sites. Dynamite jobs - especially Marie, Sharon, Jane, whom we were with most. Look forward to knowing Carol better.

This is a rare evaluation for me. Most, or many workshops are boring or are conducted by people who have never done what I have done. The ladies here have strong personalities. They know the subject matter and have a real feel for teachers problems and frustrations. This workshop has been dynamite. I will be happy to spread the gospel to my fellow teachers who haven't come as yet.

ATTACHMENT 55
(page 3)

Similar data will be collected on a continuing basis through the instrument for Part II activities. (See attachments 56 and 57, forms for summary of teacher and principal evaluations of workshops - "Summary of Evaluation.")

SUMMARY OF

S.C.I.P. STAFF DEVELOPMENT TEACHER EVALUATION

Please respond to the statements below using the following code:

5. Strongly Agree
4. Agree
3. Uncertain
2. Disagree
1. Strongly Disagree

	Statement	Code
1.	The Staff Development Teachers addressed teacher-identified needs.	4.7
2.	The concentrated one-week availability of Staff Development Teachers was beneficial for reinforcement of mastery learning strategies and was a positive addition to the overall SCIP effort.	5
3.	The Staff Development Teachers assisted me in implementing Management Learning Strategies - e.g., diagnosis of student mastery; management of learning; learning styles; extensions and correctives; grouping and classroom demonstrations in my classroom based upon my needs.	4.7
4.	The Staff Development Teachers emphasized Composition for Language Arts teachers and Problem Solving for Mathematics teachers.	5
5.	Additional S.C.I.P. workshop activities like these would be beneficial for me.	5

After you have coded the Evaluation, please return it to the SCIP Resource Center, Route #4, or 1815 St. Claude Avenue, New Orleans, LA 70116. Thank you very much!

SCIP RESOURCE CENTER STAFF & TEACHERS

ATTACHMENT 56

SECONDARY CURRICULUM IMPROVEMENT PROGRAM
SCIP RESOURCE CENTER
1815 St. Claude Avenue
New Orleans, Louisiana 70116
947-1810

Dear Principal:

The teacher(s) you selected, who have already attended the S.C.I.P. workshop, were recently in-serviced by our Staff Development Teachers for a week in your school. Keeping these target teachers in mind, please respond to the following statements using the following codes:

5. Strongly Agree
4. Agree
3. Uncertain
2. Disagree
1. Strongly Disagree

	SUMMARY of EVALUATION Code
1. The staff development teachers addressed the in-school needs of teachers and reinforced mastery learning strategies.	5
2. Staff development teachers presented an opportunity for the principal to actively engage in and provide input for the reinforcement process.	5
3. Although the staff development model concentrates on specific teachers, the presence of the staff development teachers had a spin-off effect on other staff members.	5
4. The assistance of the staff development teacher(s) in the school is helpful.	4.7
5. Additional S.C.I.P. workshop activities like these would be beneficial for my teachers.	5

After you have coded the Evaluation, please return it to the SCIP RESOURCE CENTER, Route #4. Thank you very much!

SCIP RESOURCE CENTER STAFF & TEACHERS

ATTACHMENT 57

This work is scheduled for the Staff Development Teachers by use of a form which schools receive in advance of the visitations. Staff Development Teachers visit the principals of the schools to be visited a week or two prior to the visitations. Principals have been most receptive and enthusiastic in their conferences with the Staff Development Teachers, and the teachers receiving the services are also most anxious to receive the help. (See attachment 58, "Schedule for SCIP Staff Development In-School Inservice.")

ATTACHMENT 58

SCHEDULE FOR SCIP STAFF DEVELOPMENT IN-SCHOOL INSERVICE

SCHOOL________________ PRINCIPAL________________ DATES____________

	Teacher	Teacher	Teacher	Teacher	Teacher
Diagnosis of Student Mastery					
Management of Learning					
Learning Styles					
Composition/Problem Solving					
Extensions and Correctives					
Grouping					

WEEKLY SCHEDULE FOR STAFF

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST					
SECOND					
THIRD					
FOURTH					
FIFTH					
SIXTH					
SEVENTH					

CONCLUSION

Total Impact of SCIP

Before the total impact of a program as comprehensive as SCIP can be fully evaluated, there must be adequate time and effort on the part of many persons for careful development and piloting that promise success. The program must then become a part of the total fabric of the schools and the school system. Cyclical implementation, evaluation, and modification are a part of the SCIP design; and for the SCIP Five-Year Plans at the schools, the cycles occur annually at evaluation/budget time. In 1980-81, the third cycle is occurring. During this school year, staff development and logistical support services, major elements of the program, are being further organized and routinized to the degree required for continuing effectiveness of the program.

Summative CTBS Results

The Comprehensive Test of Basic Skills (CTBS) is administered in the spring of each year as a systemwide summative test. A study of the test results of the CTBS testing, conducted annually at all grade levels with every student in reading and mathematics, reveals that as SCIP was being organized and introduced into the secondary schools, beginning in 1978-79 and also in 1979-80, improvement is in evidence. (Refer to attachment 20.)

Annual Evaluation at Individual School Sites

At the individual school sites, annual evaluation of SCIP measurable objectives -- a procedure that has emphasized process measurement in the early stages of implementation -- has provided positive results. (See attachment 59, sample of "Annual Evaluation by a School.")

SAMPLE

Annual Evaluation by a School

Objective I: To demonstrate student advancement in Language Arts and Mathematics achievement by improvement on standardized tests.

Activity 1: Implement Title I programs in Language Arts and Mathematics.

Evaluation: Comparison of pre-(1978) and part-(1979) CTBS ESS scores for Title I students shows that the students scored great improvement gains:

CLAASS Project: Mathematics (1094 Students)

Grade	1978 ESS	1979 ESS	Expected Annual Gain	Actual Gain
9	455	488	30	33
10	418	463	30	45
11	425	527	30	103
12	428	520	30	92

EDL: Reading (104 Students)

Grade	1978 ESS	1979 ESS	Expected Annual Gain	Actual Gain
10	407	467	30	60

ILAS: English (Reading Skills) (473 Students)

Grade	1978 ESS	1979 ESS	Expected Annual Gain	Actual Gain
10	456	488	30	32
11	464	537	30	73
12	471	542	30	71

Proposed Action: Programs will be continued next year. The ILAS project will be expanded to 1500 students and the EDL program will have 300 students.

ATTACHMENT 59
(page 1)

Activity 2: Implement curriculum changes under SCIP in Language Arts and Mathematics.

Evaluation: Growth for the entire student body is shown by the following schoolwide data on CTBS large city percentiles.

Grade	Reading 1978	Reading 1979	Mathematics 1978	Mathematics 1979
9	30	29	25	33
10	13	20	11	20
11	12	18	15	28
12	11	16	15	21

Growth in Mathematics and study skills is also shown by comparing 1978 and 1979 Louisiana Assessment Results for the junior class.

Reading

Skill Area	Percent Correct 1978	Percent Correct 1979
Vocabulary	48%	48%
Word Attack Skills	67%	65%
Comprehension	51%	51%
Study Skills	64%	69%
Total Reading	57%	68%

Mathematics

Skill Area	Percent Correct 1978	Percent Correct 1979
Numeration	45%	49%
Whole Number Operations	71%	77%
Fractions and Operations	35%	37%
Decimals and Operations	66%	70%
Percent, Ratios, Proportions	49%	53%
Relations and Functions	50%	56%
Measurement Operations	56%	47%
Geometry	43%	50%
Problem Solving	27%	32%
Total Mathematics	48%	52%

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(page 2)

Proposed Action:

Reading: There will be increased emphasis on reading in the English classes. Title I programs will be strengthened and enlarged. The SCIP budget (II-D) reflects greater emphasis on vocabulary development.

The biology teachers will work under a Title IV-C project to develop reading skills in biology lab activities. All departments will work on vocabulary development.

Staff development will be provided as indicated under Objective X.

Mathematics: There will be increased emphasis in Title I programs, materials, and staff development on problem solving skills. Emphasis on other skills will continue. Budget Item II-E reflects additional materials targeted to these skills. The course syllabus in Basic II reflects emphasis on problem solving. An additional cabinet (Budget Item I-B) will be purchased for correctives in geometry.

Activities 3 and 4: Develop and use CRT's.

Evaluation: CRT's have been developed in addition to the SCIP MIS CRT's (See Sample CRT's accompanying this document).

Proposed Action: Participation in MIS will continue. A SCIP coordinator (Budget Item III-B-1) will be named to facilitate the smooth operation of the CRT programs. Budget Item II-C will provide the coordinator with portfolios to sort, transport, and receive CRT's and answer sheets and will provide for special answer sheets for the use of teacher-made CRT's on the school's test scorer.

Activity 5: Develop a student writing skills assessment.

Evaluation: Development is progressing. Final product will be available by Spring 1981.

Proposed Action: The writing skills of all students will be assessed periodically using this assessment developed by the English department.

Activity 6: Improve student writing skills.

Evaluation: The Louisiana Assessment of Writing given to juniors for the first time, gives an indication of student writing skills:

Domain	Percent Correct
Spelling	62%
Capitalization	69%
Punctuation	35%
Language Structure	45%
Organization	48%

Proposed Action: The renewed emphasis on composition will continue. Punctuation and capitalization skills will be stressed in all content areas. Title I teachers will participate in special staff development activities.

Activity 7: Provide make-up program.

Evaluation: Very successful results were seen as over 100 students attended tutorial sessions or lunchtime make-up sessions to compensate for classtime lost due to absences. Make-up time was required by teachers and, in the case of absences beyond 12 days, by the administration.

Proposed Action: It will be continued as part of Tutorial Program and supplemented by other arrangements by students and teachers.

Activity 8: Algebra Mastery Learning Project

Evaluation: The Algebra I course was organized around specific objectives with departmental syllabi materials, correctives, and examinations. Students were clustered according to mastered skills for more time on task. Algebra II students were provided with corrective activities during tutorial sessions.

Proposed Action: Existing programs will continue. The Pre-College Review course has been added to the curriculum as a "required" mathematics course to be taken concurrently with Algebra II or Trigonometry. The course will allow for more time on task with various materials and approaches, so that students can increase their mastery of those algebra skills fundamental to college mathematics.

Activity 9: Geometry Mastery Learning Project

Evaluation: This project has brought new enthusiasm to the geometry curriculum. By combining hands-on lab activities, a variety of teaching materials, and more time on task, the teacher has achieved greater student growth.

Proposed Action: The program will be continued. A second correctives cabinet (Budget Item I-B) and additional consumables (Budget Item II-E) will be purchased.

Activity 10: Language Arts Mastery Learning Project

Evaluation: The project was iniated and materials secured. Course syllabi have been written.

Proposed Action: The project will be supplemented by additional Title I resource teachers. Title I teachers will participate in intensive staff development activities in vocabulary development, writing skills instruction, and individualized instruction.

Objective II: To offer programs which meet the range of student abilities.

Activity 1: Continue existing vocational courses.

Evaluation: The programs were continued.

Proposed Action: Programs will be continued.

Activity 2: Continue and strengthen CAP program

Evaluation: The program has been continued. Improvements have been made in the admissions procedures and follow-up on student achievement.

Proposed Action: More special programs and guidance activities for CAP students will be held.

Activity 3: Continue participation in off-campus programs.

Evaluation: Participation has been continued.

Proposed Action: These programs will be included in the Programs of Study being developed.

Activity 4: Determine if new programs are needed.

Evaluation: The following new program needs were identified: parenting education, new vocational programs, new college prep offerings, and more science laboratory work.

Proposed Action: Parenting education will be included in the home economics courses. An arrangement has been made with the Bank of New Orleans for some of our business students to undergo special training in careers in banking. The Pre-College Review course will be taught by the Mathematics Department. The Science Department will begin a full program of laboratory work in all science courses.

Objective III: To conduct an afterschool tutorial program as a corrective mechanism for unmastered skills.

Activity 1: Conduct the program in Language Arts and Mathematics.

Evaluation: The following tutorial activities were judged highly successful (daily large turnout, high quality activities): morning reference and study skills in the library, morning Algebra II and afternoon mathematics. The following were judged successful (consistently quality activities with turnout limited to approximately twice a week): morning basic math skills, afternoon reading, and afternoon science. The following was judged as successful (but with small pupil turnout): afternoon English.

Proposed Action: The tutorial program will be more related to the contents of course sylabi and MIS CRT's. The English Department will encourage more student participation. The Guidance Department will help identify students needing tutorials. Funding for the Tutorial Program is included in Budget Items III-A-1 and III-B-2, 3.

Activity 2: Expand to other academic areas.

Evaluation: The program does provide for other academic areas through mastery units and interdepartment activities.

Proposed Actions: Other academic areas will continue to be included.

Objective IV: To develop and to publish a departmental homework policy in each discipline.

Activity: To write and to publish the policies.

Evaluation: A homework handbook has been written and will be distributed to students. Homework is included in the course syllabi.

Proposed Action: The handbooks will be distributed.

Objective V: To utilize the SCIP Home Study Program.

Activity: To implement the program.

Evaluation: The program has been set to be fully utilized in 1980-1981. Logistical difficulties have been overcome.

Proposed Action: The program will be fully utilized as designed.

Objective VI: To review and to restructure the curriculum in all disciplines.

Activity 1: To write syllabi for all courses currently offered.

Evaluation: Syllabi have been written for all courses in English, mathematics, science and social studies for the courses to be taught in Fall 1980. Copies will be forwarded to the SCIP Committee when they are printed in August.

Proposed Action: During the Fall 1980 Semester, syllabi for remaining courses in the above mentioned departments will be written. During the Spring 1981 Semester, existing syllabi will be reviewed and rewritten if necessary. Also, during the Spring Semester, syllabi will be written for all remaining courses in the school (in preparation for Fall 1981).

Activity 2: Hire assistant principal for curriculum.

Evaluation: An additional assistant principal has been hired to supervise curriculum and special programs.

Proposed Action: There is a need for staff development for the assistant principal in the area of systematic management of curriculum. Budget Item II-F provides for the $80 fee for the special training institute on this topic which the Association for Supervison and Curriculum Development (ASCD) will conduct on August 4 and 5, 1980, in Hilton Head, South Carolina.

This institute willfocus on the assumptions and processes utilized in a management approach. There will be (1) an examination of long-range curriculum plans and how to function on an MBO basis, (2) an examination of how to organize schools to function under this approach most effectively, (3) a discussion of "curriculum mapping" and how this concept can be used to more accurately assess what the real curriculum is, and (4) a discussion of how the management function of control is utilized to set up standards and expectations for achievement and other factors.

Consideration will be given to the concepts of effectiveness and efficiency in school systems and how individuals must be helped to improve in both areas.

Upon return the assistant principal will apply the skills gained to optimize the successof the five-year SCIP plan.

Activity 3: Review curriculum offerings.

Evaluation: Offerings are under continuous review, the results of which are cited elsewhere in this report.

Proposed Action: Offerings will be reviewed continously.

Activity 4: Develop plan to restructure curriculum.

Evaluation: The plan consists of the following:

(a) The needs of the students are assessed continuously.

(b) Course offerings are selected to meet those needs.

(c) Each course will have a written syllabus listing course content, performance expectations, resources, and an evaluation plan.

(d) Students will receive copies of syllabi for their courses.

(e) Teachers provide instruction within the framework of the course syllabi.

(f) Teachers of the same course will work together to plan and to write departmental tests.

(g) The administration provides supervision and services to teachers and students to maximize achievement of course objectives.

(h) The assistant principal provides feedback to the staff on test scores and other indicators of success.

(i) The faculty and the administration repeat this process with changes made as appropriate.

Proposed Action: The plan will be continued.

Activity 5: Write new courses if indicated.

Evaluation: New courses have been written in Basic Math Skills I and II, Consumer Math, and Pre-College Review. Major changes have been made to English courses, Business Arithmetic, General Science, and Biology.

Proposed Action: The staff will continue to write new courses, if indicated.

Activity 6: Evaluate college prep offerings.

Evaluation: Summaries of ACT scores are available for three years only. The scores are given below:

	1974-75	1976-77	1979-80
Math	7.8	8.1	8.1
English	9.5	n/a	9.5

The PSAT was administered to the 161 college prep juniors. A complete summary is made in a separate document. The scores were as follows:

	Mean	Range
Verbal:	27.6	20 to 41
Math:	29.5	20 to 51

Of particular note is the fact that 37% of the students scored a 20 in the verbal test. This score is the lowest possible score.

Proposed Action: In order to increase student test scores, the following actions will be taken:

(a) Continue with the activities of this document.

(b) Provide more intensive supervision of existing instruction.

(c) Include testing issues in staff development activities.

The college prep courses will be continuously evaluated. Close contact between the universities will maintained.

Proposed Activity 7: To increase the data base for evaluation of school programs by administering standardized tests in science and social studies.

Proposed Action: This testing will begin in Fall 1980.

Objective VII: To develop a plan for implementing curriculum changes in all disciplines.

NOTE: This objective has been included in Objective VI: Activity 4.

Objective VIII: to conduct appropriate instructional activities on an interdepartmental basis.

Activity 1: Continue existing joint planning and team teaching.

Evaluation: Existing efforts were continued.

Proposed Action: Existing joint planning and team teaching will be continued.

Activity 2: Identify in syllabi, topics for interdepartmental work.

Evaluation: The syllabi include vocabulary, literal comprehension, reference skills, and mathematics skills in content areas.

Proposed Actions: Interdepartmental activities will be included in future syllabi.

Activity 3: Conduct new interdepartmental activities as identified in syllabi.

Proposed Action: The activities will be conducted.

Objective IX: To extend the guidance function.

Activity 1: Organize a guidance committee.

Evaluation: The committee has been organized.

Proposed Action: The committee will continue to operate.

Activity 2: Develop and implement a plan for new student orientation.

Evaluation: This activity has not been undertaken.

Proposed Action: The activity will be undertaken.

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Activity 3: Increase the utilization of teachers in guidance activities.

Evaluation: This is being done through the programs of study which relate courses to the long term goals of the students.

Proposed Action: Teachers will continue to be utilized.

Activity 4: Hire a Title I Social Worker.

Evaluation: A Title I Guidance Resource Teacher was hired to work on attendance and other problems of Title I students.

Proposed Action: The position will be continued next year.

Activity 5: Publish student guidance materials.

Evaluation: Programs of study will be published in August.

Proposed Action: Guidance materials will be published as needed.

Activity 6: Purchase and circulate guidance materials.

Evaluation: These materials were purchased and used extensively by students.

Proposed Action: Materials will continue to be available.

Objective X: To provide staff development services to prepare the staff to meet the objectives of this plan.

Activity 1: Establish a staff resource center.

Evaluation: The center has been established but with limited effectiveness due to space limitations in the library.

Proposed Action: The rear of the library area will be rearranged to better facilitate the use of the staff resource center. Prior to the opening of school, the assistant principal will work on this for 5 days (Budget Item III-A-2) with the assistance of a clerk (Budget Item III-C). Additional filing materials will be secured (Budge' Item II-B).

Activity 2: Provide university professors for consulting services to departments.

Evaluation: A consultant was provided for the Mathematics Department. The teachers rated his service as excellent.

In the Title I budget, Title I teachers will be provided with 35 days of consultative services.

Proposed Action: Services will be provided as needed.

Activity 3: Provide workshops for faculty.

Evaluation: The mathematics workshops were rated as excellent by the faculty. The English workshop, under the direction of the Supervisor of Language Arts, was also rated as excellent.

Proposed Action: The assistant principal will prepare and conduct (Budget Item III-B-2: 5 days) workshops for teachers (Budget Item III-B-4) prior to the opening of school. In addition, 10 teachers will participate in the week-long SCIP workshops this summer.

Activity 4: Provide equipment to utilize staff time more efficiently in producing materials.

Evaluation: A collator and electric pencil sharpener were purchased and have provided excellent service. An electric stapler was ordered but not received.

Proposed Action: The machines will be used.

Activity 5: Participation in weekly professional staff development through The MASTER Teacher.

Evaluation: Through a questionaire, the faculty gave the program the following consensus evaluation:

(a) The faculty usually reads the material.

(b) The faculty usually finds the material interesting.

(c) Useful ideas are found in the brochures.

(d) Faculty members sometimes discuss the contents with each other.

(e) The program should be continued with additional copies for other staff members.

Proposed Action: The MASTER Teacher will be continued (Budget Item II-F) with enough copies for teachers, tutors, student teachers, and office personnel.

Activity 6: Increase professional aids in staff resource center.

Evaluation: The number of aids have been greatly increased.

Proposed Actions: The additional materials listed in Budget Item II-F will be purchased. The emphasis is on reading. The existing materials will be rearranged for easier use.

Objective XI: To involve parents in meaningful participation in school-based planning and implementation.

Activity 1: Continue existing parental involvement.

Evaluation: Existing parental involvement has been continued.

Proposed Action: These activities will be continued next year.

Activity 2: Name a parent as volunteer coordinator.

Evaluation: A parent has been named as volunteer coordinator.

Proposed Action: The position will be continued.

Activity 3: Involve Title I parents.

Evaluation: The school was unsuccessful in getting a group to work throughout the year. Most parents served for only part of the year.

Proposed Action: Attempts will be made to increase participation through a monthly newsletter and personal contacts.

Activity 4: Assign a parent to each homeroom for communication with parents.

Evaluation: This activity was unsuccessful.

Proposed Action: Communication with parents will be obtained another way.

Activity 5: Increase communication with parents.

Evaluation: The Sophomore Parent Workshop was very successful. The Open House was also successful.

Proposed Action: Other innovative ways to communicate with parents will be sought.

Activity 6: Have informal social activities to bring parents and teachers together.

Evaluation: This activity was not attempted.

Proposed Action: This activity will be considered by the PTA.

Activity 7: Utilize parents as resources.

Evaluation: This activity was not attempted.

Proposed Action: The use of parents as resource persons on special talents or experiences they possess will be suggested to the faculty.

The academic atmosphere in the schools is positive and remarkable, as attested to by local measuring instruments on attitudes and by system personnel and national, as well as international, visitors who have observed the Secondary Curriculum Improvement Program.

Operational Objectives - 1979-80

An evaluation of the operational objectives of SCIP for 1979-80, which stressed incorporation of SCIP strategies into the instructional activities of the reading/language arts and mathematics programs in every secondary school, reveals progress but points out further components of SCIP to be expanded or developed. As a result of this evidence and from observation, as well as comments of administrators and teachers, the Staff Development Model was begun in June of 1980. (See attachment 60, "Evaluation of Operational Objectives of SCIP 1979-80.")

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(page 1)

OPERATIONAL OBJECTIVES OF SECONDARY CURRICULUM IMPROVEMENT PROGRAM (SCIP) 1979-80

Based upon goal stated in memorandum from the Superintendent to Secondary Principals dated August 9, 1979

GOAL: To continue to move as rapidly as possible to incorporate SCIP strategies into the daily instructional activities of the reading/language arts and mathematics programs in every secondary school

OBJECTIVE	PRIMARY RESPONSIBLE PERSON(S)/GROUP(S)	SECONDARY RESPONSIBLE PERSON(S)/GROUP(S)	EVALUATION	May 19, 1980
1. To organize inservice for principals on curriculum development and on their role as change agents and instructional leaders	District Superintendents	SCIP Centralized Curriculum Committee SCIP Team Associates	Schedules and programs of inservice to principals Increased knowledge of SCIP by principals Higher achievement scores in reading/language arts and mathematics on CTBS 1979-80	1. District Superintendents have held SCIP inservice with principals. There has been evidence in the schools of SCIP expansion and emphasis. CTBS scores will be published in August.
2. To help members of Building SCIP Committees in the formulation of SCIP Proposals	SCIP Team Associates	District Superintendents, SCIP Centralized Curriculum Committee, Principals, Building SCIP Committees*	SCIP Proposals approved by Review Committee	2. All but two SCIP Proposals have been reviewed and approved. The remaining two, recently submitted, are being prepared for review.
3. To help members of Building SCIP Committee in revision(s) of SCIP Five-Year Plans and formulation of 1979-80 Budget Requests	SCIP Team Associates	District Superintendents, SCIP Centralized Curriculum Committee, Principals, Building SCIP Com.	Approval of Revisions and Budget Requests by Review Committee	3. For schools that piloted in 1978-79, budgets have been received, reviewed, and approved.
4. TO PROVIDE INSERVICE, DEMONSTRATION, AND TECHNICAL ASSISTANCE TO INDIVIDUALS OR SMALL GROUPS OF TEACHERS ON: a. Mastery Learning Strategies; b. Use of Continua and of Management Information System as instructional tool; c. Diagnosis for placement; d. Preparation of English teachers to teach reading; e. Individualizing (including small groups, individuals, classes) for reading/language arts and math; f. Inventory and correlation for Management Information System; g. Management Information System design and needs in pilot schools;	SCIP Centralized Curriculum Committee SCIP Team Associates and SCIP Team Leaders		Schedule of meetings Increased knowledge of SCIP by principals and teachers Expansion of SCIP in secondary schools Higher achievement scores in reading/language arts and mathematics on CTBS 1979-80	4. To some degree all of these tasks have been performed, but priority had to be given to the Management Information System inservice by District Associates with inventory and correlation tasks in the schools. This presented the need that developed into the Staff Development Model for 1980-81.

*Building Committees for SCIP include but are not limited to: Principals and other Administrators, K-TIP Teachers, Pilot Teachers, Teachers, Parents, Community Members, Students, Building Curriculum Council, etc. There are therefore internal resources on the committees to assist.

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OBJECTIVE	PRIMARY RESPONSIBLE PERSON(S)/GROUP(S)	SECONDARY RESPONSIBLE PERSON(S)/GROUP(S)	EVALUATION	
4. (continued) h. Special program needs in individual schools for: I. Program development; II. Expansion i. Other, e.g., Louisiana Assessment, CTBS, etc.				
5. To provide information to school staffs on the instructional purpose of the Mastery Learning Management Information System	SCIP Centralized Curriculum Committee SCIP Team Associates	Principals Building SCIP Committees	Schedule of meetings Use of Mastery Learning Management Information System first in pilot schools and then on phasing-in timeline in other secondary schools	5. The SCIP Centralized Curriculum Staff and the District Associates have assisted with Cycles II, III, IV, V, and VI to phase in secondary schools on the Management Information System. Cycle VII will occur in September of 1980.
6. To establish operational procedures for use of Management Information System in secondary schools	SCIP Steering Committee		Dissemination of procedures and operation of Mastery Learning Information System	6. The Steering Committee has established procedures for the Management Information System which have been implemented through the SCIP Centralized Curriculum Staff.
7. To facilitate the operation of the Management Information System in secondary schools	District Superintendents Principals	SCIP Centralized Curriculum Committee SCIP Team Associates	Operation of Mastery Learning System in pilot schools and beyond pilot schools	7. All but Cycle VII schools (about five) have become a part of the Management Information System. The System is being refined and improved on an ongoing basis.
8. To develop close coordination among Team Associates, Title I Coordinators, and ESAA Curriculum Specialists	Director of Secondary Education	District Superintendents SCIP Centralized Curriculum Committee Director of Secondary Education for Title I SCIP Associates Title I Coordinators ESAA Curriculum Specialists	Schedule of meetings Agendas of such meetings Evidence of coordination at the building level	8. Inservice, including visitations to SCIP school sites, have been held weekly for Title I Coordinators, SCIP Associates, and ESAA Curriculum Specialists. These personnel have cooperated at the building level. Topics have included diagnosis for placement; assisting teachers to teach reading; use of Management Information System; use of Continua; correlation of CTBS, Louisiana Assessment, and SCIP; etc.
9. To improve the professional skills of Team Associates so that they may fulfill their functions	SCIP Centralized Curriculum Committee	District Superintendents	Inservice attendance and agendas of scheduled meetings	9. Team Associates have participated in inservice provided by District Superintendents and in weekly inservice by SCIP Centralized Curriculum Staff, (8).
10. To report the progress of the Secondary Curriculum Improvement Program (SCIP) at the building level to the total faculty at least monthly	Principals	District Superintendents SCIP Representatives at the school such as Curriculum Coordinators, Building SCIP Committee Members, K-TIP Teachers, SCIP Pilot Teachers, etc.	Written report from Principals to District Superintendents each quarter reporting the manner in which this has been accomplished at each school site	10. Principals have been required to report to District Superintendents on an ongoing basis (see 1).

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(page 3)

OBJECTIVE	PRIMARY RESPONSIBILE PERSON(S)/GROUP(S)	SECONDARY RESPONSIBLE PERSON(S)/GROUP(S)	EVALUATION	
11. To identify and facilitate the sharing of system resrouces in successful scip models in schools	SCIP Team Associates and SCIP Team Leaders	SCIP Centralized Curriculum Committee	Programs, schedules of such use of resources	11. A program of intervisitation is available to principals and teachers. The SCIP Centralized Curriculum Staff and the District Associates have visited and are able to identify components of SCIP models that other schools wish to see.*
12. To develop plans and begin the identification of exemplary Mastery Learning lesson plans prepared by teacher(s)/committee(s) in schools for duplication and distribution	SCIP Team Leaders and SCIP District Associates	SCIP Centralized Curriculum Committee Director of Informational and Community Services SCIP Steering Committee	Distribution of exemplary Mastery Learning lesson plans to schools and incorporation of such plans in Management Information System	12. This has not been done. The concept is being incorporated into the Staff Development Model for 1980-81 (see 4).
13. To develop materials, procedures, and communication between parents and teachers/schools for Home Study Program (beginning with pilot schools in Management Information System)	Home Study Coordinator	SCIP Steering Committee Director of Informational and Community Services Principals	Existence and use of Home Study component of Management Information System	13. The Home Study Component of the Management Information System is operative. It is being refined and lessons are being written for those objectives on which they are not prepared.
14. To review SCIP Proposals and SCIP Budgets 1979-80 (based upon Five-Year Plans and evaluations) and make recommendations where necessary	Review Committee	SCIP Associates and SCIP Team Leaders	Approval of SCIP Proposals and SCIP Budgets for 1979-80	14. The Review Committee has reviewed, acted upon, and approved the second year budgets for all schools that piloted in 1978-79. The Review Committee will receive from each secondary school an evaluation of the measurable objectives in its proposal by the end of the school year 1979-80. Third year budgets may be submitted now, but any approvals are contingent upon 1979-80 evaluations and July 1 funds. The basic five-year plans of two schools will shortly be processed by the Review Committee.

*A recent example is a forum at one of the inservice sessions held weekly at which personnel implementing the role of School SCIP Coordinator shared experiences with the SCIP Centralized Curriculum Staff, Principals, and District Associates.

1980-81 Special Research Design

It is planned that through the annual CTBS testing during 1980-81 the scores of students in the classes of a sampling of teachers using Mastery Learning will be studied. The scores of these students will be compared to their previous test results as well as the test results of the general population in the seondary schools of the school system.

Recognition of Program by the Educational and by the Lay Community

SCIP has received widespread attention as model at the secondary level. A representative of the New Orleans Public Schools serves on the executive committee of a national network of outcome-based schools. Visitors, including administrators, teachers, board members, state educational representatives, etc., from educational institutions throughout the United States and from elsewhere have come to the New Orleans Public Schools to investigate the work being done and to visit the secondary schools. Many more have written for descriptions of the endeavor. The Christian Science Monitor, among other national news media, recognized SCIP on April 21, 1980. (See attachment 61, article - "New Orleans SCIPs, Dances, Attains, Cares.")

THE CHRISTIAN SCIENCE MONITOR Monday, April 21, 1980

New Orleans SCIPs, dances, attains, cares

By Cynthia Parsons
Education editor of
The Christian Science Monitor

New Orleans

Some 90,000 children attend the public schools in this beautiful port city near the foot of the Mississippi River. Another 40,000 attend local nonpublic schools.

By their own admission, the New Orleans business community, as well as local civic and religious leaders, has provided only minimal support for the public schools. This places New Orleans at nearly the bottom on the scale of per-pupil expenditure among the 50 largest school districts in the United States.

And it makes those working in the public schools particularly sensitive to the outward appearance of the older schools (decadent, mildewed, poorly lighted, inadequately ventilated), and to the charge that their schools don't come up to the academic standards of the nonpublic schools in the area.

A major problem for towns where school-age children drift in and out as parents find and lose jobs and as home situations fluctuate is some way to provide teaching of basic skills in an orderly sequence. New Orleans has tackled the problem by serving up an individualized skill teaching program known locally as SCIP (Secondary Curriculum Improvement Program).

SCIP is based on mastery teaching; that is, each child masters one specific skill before going on to the next step, and teachers take on the responsibility to see that two things take place:

1. The material is geared to each child's ability.
2. Teaching methods are altered to fit the learner's needs.

Superintendent Gene Geisert says it is a problem "getting teachers and principals to alter their educational philosophy to conform with that of SCIP." He elaborates:

"No longer can subject matter be presented on a take-it-or-leave-it basis. SCIP also implies that many teachers will have to change their teaching methods. . . ."

And then the crux: "Their courses," he explains, "will have to be highly individualized, and the involvement of parents in the tasks that the students are expected to perform is essential."

I visited a 7th-8th-grade middle school (Priestley) and was shown by the SCIP supervisor just how the programs are worked out cooperatively among teachers, students, and parents. And shown, too, the stacks and stacks of special materials needed to move hesitant learners along the way.

We talked with one teacher who is very enthusiastic about mastery learning and who is clearly "motivating" her students. I gave a silent chuckle as I looked at one of her "motivational cards" (being subject ourselves to making typos in the newspaper business). The direction should have read "SEEK ADVICE, but said instead "SEEK ADVISE."

Advising aside, the efforts of the teachers in Priestley to go from full-class seat work and lecturing to many hours a day of individualized tutoring programs is gargantuan, but those who favor the program are enthusiastic. They can point, as well, to improved reading and arithmetic test scores on nationally normed tests since SCIP was introduced.

I was taken to a very special New Orleans school, one that houses only those students who have failed to make the grade in a regular high school, but who are willing to try once again. They have to be more than willing "just to try." They must write out a contract giving a specific date when they expect to pass each course, when they will be able to pass standardized tests, and when they feel they will be ready to return to a regular school. And they must convince the director of the "Achievement Schools" program that they will abide by their contract.

The building I visited was in a run-down neighborhood, and the outside of the school made it comfortable in the neighborhood. Not so the inside, where the walls had been student-painted with bright colors.

The atmosphere was relaxed and the 80 or so students were neatly dressed and either in a class (completely individualized for skill training) or relaxing in a game room.

Parents also must contract with the school for admission of their child, and must agree to frequent meetings with school staff.

"We'll meet them anywhere they want. We'll meet in a barroom if necessary; on the corner; in front of the place where they work; at any time of the day or night."

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THE CHRISTIAN SCIENCE MONITOR Monday, April 21, 1980

> "We'll meet them anywhere they want. We'll meet in a barroom if necessary; on the corner; in front of the place where they work; at any time of the day or night."

While we were visiting, another staff member was talking with a parent, renegotiating a contract that had been broken by a student. He, the student, wanted another chance, and his mother was there to help work out the details.

Truancy was part of the problem, and she was agreeing to do her part in getting him up. He was agreeing to go to VASAU for counselling. VASAU is a special center for students caught up in smoking (tobacco as well as dope), and alcohol, or both.

Students from any school may attend VASAU for as much of the school day as is necessary, getting counseling for whatever problem is causing the use of smoking or alcohol, and getting tutoring if necessary.

But most of the students who go to VASAU spend part of each day either in an "Attainment School" or in a regular secondary school. . . .

There is another part-day school program, this one for high-schoolers interested in dance, music, theater, visual arts, writing, film, and videotaping. I was on hand for the first half hour of dress rehearsal for the spring production of the New Orleans Center for the Creative Arts.

I'm sorry to slight those whom I neither saw nor heard, as well as those whom I did, but my absolute favorite is the trombone soloist. Fantastic. And second, the backdrops.

I puzzled for a minute or two as to what they were and how they were constructed, when I tumbled to what they were and got my confirmation from the school's director – macramé. I can't think what miles of twine went into them, but they were absolutely marvelous.

The level of work is very high at the creative arts center and provides enormous enrichment for some 300 of the 90,000 public school children in Orleans Parish (county).

It was interesting to go from an "Attainment School" to a sampling of the best in dance and music from the "best" in New Orleans public schools. One got a strong measure that those coaching the singers were as intensely interested in their success as the teacher-tutors were for their former dropouts and juvenile offenders.

It was a day for this journalist of meeting "carers." My guide for the day, a Cajun and a product of the Orleans Parish schools, is a deep carer. He kept regretting that I wasn't getting to meet some of the other carers in the school system – for him, they are the key to the success he feels the schools are currently having.

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The local media have recognized the influence of the program. (See attachment 62, article - "Computer Project for Schools" - published in local newspaper, The Times-Picayune.)

THE TIMES-PICAYUNE

NOV 4 1979

Computer Project for Schools

Secondary school students nationwide have been cited as weak in minimum competency skills.

Just what this means and what can be done to upgrade these skills is the challenge of a new instructional tool being used for the first time this year in 14 New Orleans public schools.

The tool is a computerized technique to provide individual aid to every student in a pilot group of junior and senior high schools and contains a management information system designed to give current data on each student's individual status and future progress in mastering competency skills in language arts and mathematics.

No other major school system in the nation has designed or operated such a massive program to improve educational output, explains Dr. Constance C. Dolese, director of Orleans Parish Schools' secondary curriculum.

The management information system is a sophisticated way of measuring exactly where a student ranks in specific skills, information on test scores, resource materials available for targeted needs and constantly updated reporting on progress made through teacher-to-student individualized planning.

Through use of computer sheets, diagnoses are made and corrective objectives are set.

"For our pilot schools," says Dr. Dolese, "we set up 1,000 objectives for all our schools in the areas we've selected for mastery learning. We established 146 minimum competency skills in mathematics and 260 skills beyond minimum.

"In language arts, we established 266 minimums and 337 beyond minimum skills," she says.

"For each of these skills we have we are writing 20 test items which are validated by local, state and national experts and are field tested for classroom use," Dr. Dolese explains, adding that these test items are going into booklets to be used in the information system, the third component of the systemwide Secondary Curriculum Improvement Program incorporated last year.

Management Information System (MIS) collects, stores, analyses, processes and reports data on each skill as a student masters that particular skill. The system also allows for reteaching for a student who needs extra help or expanded progress beyond minimum competency.

Information provided by test scores and teacher input is given on computer sheets to the 14 pilot schools on a regularly scheduled basis.

A typical sheet gives, for example, an individual student profile of mastery or nonmastery of a skill.

It also gives a group profile to cluster students who need corrective help.

And it lists resources within each school to be used as correctives, such as library books, visual aids and additional test packets.

From this computer print-out, a teacher, says Dr. Dolese, can make judgments for helping a student and can utilize creative teaching talent because objectives are already spelled out.

Computer test answer sheets fed into the system for processing take away reams of paperwork for the teacher, who could never find time to make all the calculations on every student, she adds, noting that the teacher, in turn, can use the saved time to apply ability to teaching.

A test to be used in the new system will be administered Monday and will be picked up at the schools Tuesday.

Within a week to 10 days, the information sheets will be returned to the schools with determinations made for each student.

"Future plans call for phasing in of all other secondary schools this year and shortly, provisions for teacher selection of booklets to be used, when testing should be done, at what time intervals and for which schools," she says.

According to Dr. Dolese, computer technology is becoming available to education, dependent on funding.

"We need frequent, easy, quick, and accurate data on our students which require allocation of monies to utilize our data banks to maximum advantage," she says.

"We are looking to new kinds of decision-making instruction, and to new intervention strategies to help our students down the line," she says. "We can't wait until 12th grade to find that a student has somehow missed out on a needed skill at a lower grade level.

"And this is why our teachers, administrators and other educational specialists have been working to devise the best test items possible and are refining them day after day," she notes.

"We now have an excellent bank of test items relevant to mastery learning and a computer system to give us the rapid, accurate feedback," says Dr. Dolese.

Department of Informational and Community Services

New Orleans Public Schools

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The learned journals have described the prototype program. (See attachment 63 - article - "SCIP: A New Orleans Solution to a National Problem" - published in Educational Leadership, November, 1979; and attachment 64, article - "In New Orleans Schools, Computers Track Students' Progress in Learning Hundreds of Skills" - published in The Executive Educator, March, 1980.)

SCIP: A New Orleans Solution to a National Problem

Gene Geisert

Historically ranked low on student performance, the New Orleans schools are fighting back with a new program called SCIP.

In 1971, the New Orleans press highlighted my selection as superintendent of schools with two editorial page cartoons. One paper depicted me as the skipper of a storm-buffeted dinghy named "Orleans Schools." The other paper's drawing was simply a desk marked with my name on which sat an oversized apple tagged "old problems." A worm was poking its head out of the apple.

The cartoons were appropriate. Seven years later, they still are, although there are more reasons now to be optimistic than there were in 1971.

I became superintendent toward the middle of the 1971-72 school year. There were 108,000 students in the New Orleans public schools, 70 percent of whom were black. An additional 42,000 elementary and secondary students, among whom were numbered the children of most of the city's leadership, attended parochial and private schools.

Downward Spiral of Pupil Performance

For over a decade, first graders tested at about the twenty-fifth percentile on the Metropolitan Readiness Test and on other standardized tests. Analysis of progressive pupil performance showed that test scores began around the twenty-fifth percentile in kindergarten and deteriorated one or two percentage points with each succeeding grade. Thus twelfth graders were functioning somewhere around the tenth or twelfth percentile.

At meetings of the school district's top management, talk about potential strategies to reverse the downward spiral of student achievement kept returning to the problem of funding. Neither the city of New Orleans nor the State of Louisiana has historically given high priority to the support of public education. During the 1978-79 school year, the New Orleans Public Schools ranked third-to-last in per-pupil expenditure among the 50 largest school systems in the country. The funding situation in 1971 was similar.

Improve the Early Grades

Top management concluded that the initial emphasis had to be on improving the quality of instruction in the early grades. Upgrading elementary education became the top priority of the school system, and funds were raided accordingly from the administrative, maintenance, and custodial services budgets.

In 1973, the kindergarten program was expanded from a half to a full day. At the same time, the kindergarten program was restructured, giving greater emphasis to pupil motivation and academic readiness.

In 1974, the school system began Project REAL (Reading for Enjoyment and Learning), a massive staff development program for elementary teachers. Each center has a team of three staff members, veteran teachers who possess a history of effective classroom teaching and who are also very knowledgeable in the areas of language development, learning psychology, and diagnostic-prescriptive teaching methods. Each team conducts three-day sessions for 15 teachers at a time, and every elementary teacher takes part in the REAL workshops.

In addition to locally funded programs designed to improve elementary education, New Orleans has had a number of federally funded programs. One of the most successful of these has been Title I Homestart. For the past five years, Homestart has been sending specially trained tutors into homes to help parents prepare pre-schoolers for entrance into school.

The efforts to upgrade the elementary program are having the desired outcome. Beginning with the 1975-76 school year, scores on the Comprehensive Test of Basic Skills have shown that our kindergarten and elementary students are now achieving scores equal to the national average in reading and mathematics.

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A Push for Secondary Schools

These same CTBS scores also demonstrated that, despite some increase in student achievement at grades seven through 12, the overall performance of our secondary students remained poor. Parents, community leaders, and business people expressed concern about the poor performance.

That is not to say that there had been no efforts by the school system to improve secondary education. In 1957, the School Board authorized the establishment of Benjamin Franklin Senior High School, a citywide alternative magnet school which each year produces more National Merit Scholars than practically any other high school—public or private—in the United States.

In addition to Franklin, the school system has established 14 other alternative magnet schools and programs within schools, about half of which serve secondary students. Two of these citywide schools and alternative magnet programs in two other secondary schools meet the needs of above-average, college-bound students.

For the above-average youngster, the citywide alternative magnet schools perform an extremely valuable service. At the same time, a large proportion of students require another form of assistance.

It became increasingly clear during the last several years that the same push for excellence that was made at the elementary level would have to be undertaken in our secondary schools. A piecemeal approach to solving the problem would no longer be appropriate. We had to completely overhaul our secondary program.

SCIP

Toward the end of the 1976-77 school year, top management made a commitment to do whatever would be necessary to develop a program that would guarantee mastery of the basics to all New Orleans secondary students. At that time it was not clear what form such a program would take or how much it would cost. It was clear, however, that a great deal of preparation would be required to get the program established throughout the school system, and that it would almost certainly make a tremendous demand on an already strained budget.

A management task force was organized and a philosophical statement incorporating much of Benjamin Bloom's mastery learning theory was drawn up and presented to the School Board for consideration and adoption. With the Board's endorsement, we were on our way. The new program was designated SCIP (Secondary Curriculum Improvement Program).

SCIP officially began in the summer of 1977 with the establishment of a reading/language arts resource and training center housed at the John F. Kennedy Senior High School. Curriculum bulletins and a catalogue of courses were evaluated and updated by committees chaired by subject-matter supervisors.

Principals and teachers reacted to these administration actions with suspicion. Many feared that programs being prepared by the central office would be forced on them against their will. Therefore, as soon as we completed the broad outline of SCIP, we brought together all of the secondary principals and teachers to explain the program and dispel concerns. These sessions took place in October of 1977.

The first SCIP statement contained the following points:

1. SCIP is not a specific kind of program, but rather *an approach to learning* based largely on Bloom's theory that, with few exceptions, youngsters can learn the skills, concepts, and attitudes traditionally expected of elementary and secondary students if they are provided with favorable learning conditions and are given sufficient time to learn the material that is presented.

2. Each secondary school is to develop its own SCIP instructional model or models. Each school family (administrators, counselors, teachers, parents, and students) is immediately to undertake a complete needs assessment and develop an action plan that indicates possible strategies to meet identified student needs. The school is then to submit a planning proposal that explains how the school will go about preparing its five-year SCIP proposal specifically tailored to meet the needs of students in the areas of reading/language arts, mathematics, and home study. SCIP is initially to focus on reading/language arts and mathematics. The other subject areas, of course, are eventually to be fully integrated into the program.

   The office of curriculum and SCIP Center personnel will be available to assist the school at every stage of the development of its final SCIP proposal as well as in its implementation. The major decisions, as well as most of the work, however, will take place at the school level.

3. The SCIP model adopted by a school must be in accordance with the concept of mastery learning; that is, students must master each segment of the subject matter before advancing to the next level of objective mastery.

4. Schools are encouraged to experiment with instructional SCIP models to obtain data as to which techniques achieve desired outcomes.

The needs assessments began in all high schools in the fall of 1977.

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Outside Consultants

One of our earliest realizations was that the school system would need outside help to carry out the ambitious undertaking that SCIP promised to become. The board, therefore, authorized contracts for consultant assistance with the Westinghouse Learning Corporation and Innovative Sciences, Inc. These consultants became onsite members of the Orleans Parish team and worked jointly with us in the development of SCIP. The Board was paying for experts whom we recognized as having been in the forefront of the development of mastery learning materials and techniques.

We were also fortunate to receive the assistance of a number of other outside experts including Benjamin Bloom, James Block, and Lorin Anderson. As we listened to our visitors and worked with them, more pieces of the mosaic that is SCIP began to fall into place.

Objectives Outlined

The Office of Curriculum began to develop minimum performance objectives and test items in order to diagnose student needs and progress as a consequence of instructional programming. Thus teachers now have assessment techniques for determining where students are in mastering objectives and what progress they are experiencing. In addition, a computerized management information system has been developed and piloted to provide feedback to teachers, parents, and administrators regarding pupil status in mastering objectives and progress as it relates to instruction. The information reporting system provides individual pupil diagnosis as well as the grouping of pupils based upon similar needs. In addition to the individual and group diagnosis, the system provides teachers with prescriptions, that is, currently available materials and activities in the inventory of the school, which may be used to assist pupils in achieving mastery of each objective.

Since the students involved are at the secondary level and are used to a traditional learning environment, they should learn how to operate within a system of diagnosis, prescription, and individualized instructional plans. We firmly believe that our secondary pupils should play a major role in determining

The New Orleans Public School System's Department of Research and Evaluation has begun gathering data on SCIP to the extent that the newness of the program permits. The data bank will be a cumulative source for further evaluation in future years.

From the beginning, the school system has insisted that SCIP is not "just another program." SCIP is the logical culmination of the commitment made in the early 1970s to improve student achievement *on all levels:* in 1973 the focus was on kindergarten; the following year it was expanded to the primary grades and so on. Consequently, any evaluation of SCIP must be viewed as part of the school system's entire push for increased skill mastery.

The results of the 1978-79 testing program are now available (Figure 1). Scores in reading and mathematics show marked improvement in every grade over those of the previous year. Gains made in the elementary grades were most substantial, but there is every reason to expect similar achievement on the senior high level as SCIP becomes more fully implemented. It is significant that all high schools already report a more academic atmosphere.

Figure 1. Summary of Scores of Students in the New Orleans Public Schools on the Comprehensive Test of Basic Skills*

	Percentile			
	Reading		Mathematics	
Grade	1978	1979	1978	1979
K	40	47	45	54
1	33	42	37	49
2	43	51	49	60
3	48	54	43	49
4	37	45	45	52
5	37	45	44	51
6	41	46	49	56
7	38	46	34	41
8	37	42	39	46
9	35	41	32	37
10	26	32	22	26
11	25	29	24	29
12	21	22	18	21

* All percentiles except K and 1 are based on large city norms. K and 1 are based on national norms.

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their own educational outcomes and hope to have them intimately involved in the current program as active participants rather than passive recipients.

Getting the Funding

Shortly after the preparations for SCIP got underway, we made a plea to Title I to use some of its funds to develop some SCIP models in Title I schools. We pointed out that, while our elementary schools were making gains in student achievement, secondary students were still lacking many of the skills necessary to compete in society. We indicated that because the majority of these students were from disadvantaged backgrounds, it would be appropriate that Title I funds be used to help bring them up to acceptable levels of achievement.

The Title I Citywide Advisory Committee agreed. After negotiations with the State Department of Education, we were able by March 1978, to inaugurate SCIP pilot management systems, some of them computerized, in eight Title I secondary schools. This piloting, which some might consider premature, contributed valuable concrete data to the systemwide planning of SCIP.

Two months later I saw that the collection of some additional unanticipated tax revenues would result in a budget surplus. I asked the Board to allow me to provide each of the high schools with a grant that would enable it to work during the summer drawing up its five-year SCIP proposal. The Board agreed.

The grants ranged from $500 for some of the small alternative schools to $20,000 for our largest senior high school. With this money, principals and staff were able to work with parents and students preparing their five-year proposals. The schools even had the option of piloting a summer program, and one senior high school did.

Prior to the end of the 1977-78 school year, each school submitted a planning proposal stating how it would go about preparing the actual five-year intervention strategies for SCIP. The planning proposals were reviewed by a committee composed of curriculum personnel, a district superintendent, principals and staff members of the Departments of Research and Evaluation and Computer Services.

On obtaining approval of their planning proposal, the schools were then able to begin preparing the five-year SCIP proposal. Some of the schools had their proposals approved before the end of the summer with the intention of beginning SCIP the first day of the school year. Other schools had opted to begin SCIP in January, and so there was less urgency to get their proposals approved.

Early in the summer, when the school system's top-management team set out to draft the 1978-79

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budget, we realized that funds had to be set aside to begin implementation of the SCIP proposals. The board eventually approved $1.4 million for SCIP. The major portion of these funds was to be prorated among the 13 senior high schools and the 21 middle and junior high schools. The remainder of the SCIP funds would be used for support services from the Office of Curriculum and for other expenses to be incurred for the program systemwide (for example, the criterion-referenced tests).

SCIP funds allocated to the schools would be used as each school saw fit: for additional teachers or paraprofessionals; testing materials; staff development, instructional materials and equipment; or for any other purpose judged necessary by the drafters of the five-year plan and approved by the review committee.

Besides the school board funds allocated to SCIP, $2.5 million of additional Title I funds were earmarked to supplement SCIP in the eight eligible senior high schools and the 14 eligible middle and junior high schools.

A Temporary Halt

When students reported to their first day of class on August 30, they were met by striking teachers. Although we managed to keep all of our schools open during the eight days of the strike, the momentum of getting SCIP proposals approved and implemented unfortunately came to a temporary halt. Moreover, the settlement with the teachers' union necessitated the Board's slashing $1.95 million from its $108 million budget. Twenty-two budget items were affected. SCIP's budget was cut $400,000.

During the strike and immediately prior to it, the board was criticized by various segments of the community for allocating $1.4 million for SCIP. "Use that money to pay teachers," the argument went, "and they won't strike." This position reflects what will surely be one of the greatest obstacles to SCIP: to convince the community (including, unfortunately, some of our own teachers and principals) that it is not simply another educational fad that will come and go like a toadstool after a thunderstorm.

Another problem is getting teachers and principals to alter their educational philosophy to conform with that of SCIP. No longer can subject matter be presented on a take-it-or-leave-it basis. SCIP also implies that many teachers will have to change their teaching methods. Their courses will have to be highly individualized, and the involvement of parents in the tasks that the students are expected to perform is essential.

Office of Curriculum staff, principals, teachers, parents, and students have developed "The New Orleans Public Schools Objectives." This will be the SCIP bible as each school sets out to follow its students' rate of achievement. "The New Orleans Public Schools Minimum Competencies," including life skills, have been extracted from "The Objectives." With board approval, this latter document will spell out exactly which objectives a student must meet before he or she graduates.

Unlike some school districts, which make the student responsible for mastering objectives or not graduating, New Orleans will place most of the responsibility on the school system itself. SCIP prescribes that the school system develop early information concerning the student's degree of competency and mastery of objectives. Then we will plan individualized programs to ensure that, by the time the student reaches the twelfth grade, he or she will have mastered all of the minimum competencies deemed essential in the areas of mathematics and reading/language arts.

With periodic testing and feedback information, the teacher will be able to plan new and individualized "correctives" for students who are not progressing at an acceptable rate. Students who exhibit mastery in the initial testing will be re-tested periodically to make sure that they continue to make progress and do not forget skills already learned.

A Necessary First Step

None of us who are connected with SCIP see it as a miraculous panacea for all of the academic shortcomings of our high schools and of the students who pass through them. We do see it as that necessary first step toward producing graduates equipped academically to compete in the world that greets them as they step down from the stage with a diploma.

We realize that the eyes of the city are watching us closely as SCIP gets underway. Last year someone in the local media referred to SCIP as "Geisert's Gamble." Frankly, I do not see SCIP as a gamble at all. The program as developed so far makes sense educationally, and we hope it will achieve its anticipated results. There is a sign in the Office of Curriculum that says. "SCIP is an Attitude." For those of us who helped give SCIP birth, the attitude is one of long-awaited hope.

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The New Orleans Public School System's Department of Research and Evaluation has begun gathering data on SCIP to the extent that the newness of the program permits. The data bank will be a cumulative source for further evaluation in future years.

From the beginning, the school system has insisted that SCIP is not "just another program." SCIP is the logical culmination of the commitment made in the early 1970s to improve student achievement *on all levels:* in 1973 the focus was on kindergarten; the following year it was expanded to the primary grades and so on. Consequently, any evaluation of SCIP must be viewed as part of the school system's entire push for increased skill mastery.

The results of the 1978-79 testing program are now available (Figure 1). Scores in reading and mathematics show marked improvement in every grade over those of the previous year. Gains made in the elementary grades were most substantial, but there is every reason to expect similar achievement on the senior high level as SCIP becomes more fully implemented. It is significant that all high schools already report a more academic atmosphere.

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ATTACHMENT 64

In New Orleans Schools, Computers Track Students' Progress in Learning Hundreds of Skills

THE NEW ORLEANS public schools have looked into the future and are betting on Computer Managed Instruction (C.M.I.) to help them manage and improve education.

Using computers was an idea first seriously considered in 1977, when school system administrators called on Benjamin Bloom and other noted educators to help them improve the system's junior and senior high school curriculum. Two task forces composed of consultants, teachers, and curriculum experts looked at the curriculum and identified 146 skills in mathematics and 266 skills in language arts that they agreed are essential for students to master. These were augmented by 260 skills in mathematics and 377 skills in language arts that New Orleans school officials and the consultants agreed are beyond minimum, but are skills that high school students might be expected to master.

In short, the goals of the traditional curriculum were quantified and boiled down to a specific number of academic skills. Materials to help students master these skills then were developed; later, special take-home materials were created to reinforce classroom activities.

The identification of skills and the creation of materials achieved two major ends: First, these procedures clarified the purposes and goals of education in two key subject areas. Second, quantifying essential skills enabled educators to use computers to help them make sure each child was involved in an instruction program designed—as much as possible—to meet individual needs.

The New Orleans public schools currently are more than midway through the first year of this C.M.I. program, and it operates in 14 of the system's junior and senior high schools. Although it's still too early to assess accurately the impact of the new computer system on the learning of students, it operates this way:

After each of the skills for mathematics and language studies was established, teachers and curriculum specialists prepared 20 test questions designed to demonstrate mastery of each skill, and placed the questions on file in the computer. When a teacher administers an examination, he can choose from the 20 questions and compile a test. A student completes the test (which is taken on a sheet that can be corrected by a computer) and the computer then scores the examinations. Each teacher then is presented with a computer printout that identifies each student's test score, lists those questions that the student incorrectly answered, and suggests specific home study guides and library materials designed to improve the areas of academic weakness. What's more, the printout lists other students who are having similar problems mastering the material. This identification allows the teacher not only to work with small groups of students to introduce or reinforce the lessons, but also to assign advanced work to faster learners.

Superintendent Gene Geisert says that the program is "a computerized Management by Objectives (M.B.O.) system for student learning." And in a memorandum to the school board, Geisert described how the printout will serve as a valuable teaching tool: "Especially helpful to the teacher is the capability of the system to give a listing of materials currently available to assist children having difficulty as well as /to assist/ those children who are ready for supplemental enrichment work. In addition," he said, "the system provides the teacher . . . with a cumulative report on any student's progress over a long period of time—from one grade to the next, for example."

Geisert also described how the entire school system will benefit from the computer operation. "For the principal and central office administrators, the information system serves as an evaluation tool to show which programs are working, which areas of the curriculum students are having difficulty in learning, and with its inventory feature, it shows where instructional materials are needed so that better planning for purchasing of instructional resources can occur. There's also a built-in self-check feature that tells us if the test items are measuring accurately what is being taught.

"For parents," said Geisert, "the reporting system will give a frequent update on how their child is progressing as well as noting the specific homework packets parents can request from teachers as a way to help their children strengthen weak skill areas."

Example: If a student takes an English grammar examination and the results show he doesn't know how to use the semicolon, the computer printout will alert the teacher and will list learning resources in the school that could help the student master use of the semicolon. The printout will point out the page number in the student's English text that discusses the semicolon and will recommend specific home study material that deals with the semicolon.

The costs: The startup costs of the School Curriculum Improvement Program were $300,000 in 1977; this year the school board has allocated approximately $1 million for the program. That total cost includes paying a computer consulting firm (in the future the school system will convert the program to its own computer) and making a series of grants to the 14 schools. These grants, averaging $20,000 each, can be claimed when the school submits a five-year plan to the superintendent covering the ways it will implement the program. Many schools already have filed their plans and have collected their funds. Often these plans spell out (1) the ways school officials, parents, and community leaders will expand the program; (2) which classes should take part; (3) how to train teachers; and (4) how to schedule instruction for slow learners so that they can have more time to master the tasks—D.L.

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SCIP and State Mandates

State Assessment has been conducted for several years at grades 4, 8, and 11; the State now has legislated and mandated a Pupil Progression Plan. State Literacy Tests with cut-off scores will be administered annually, starting with 1981-82 at the second grade level and phasing in one year annually.

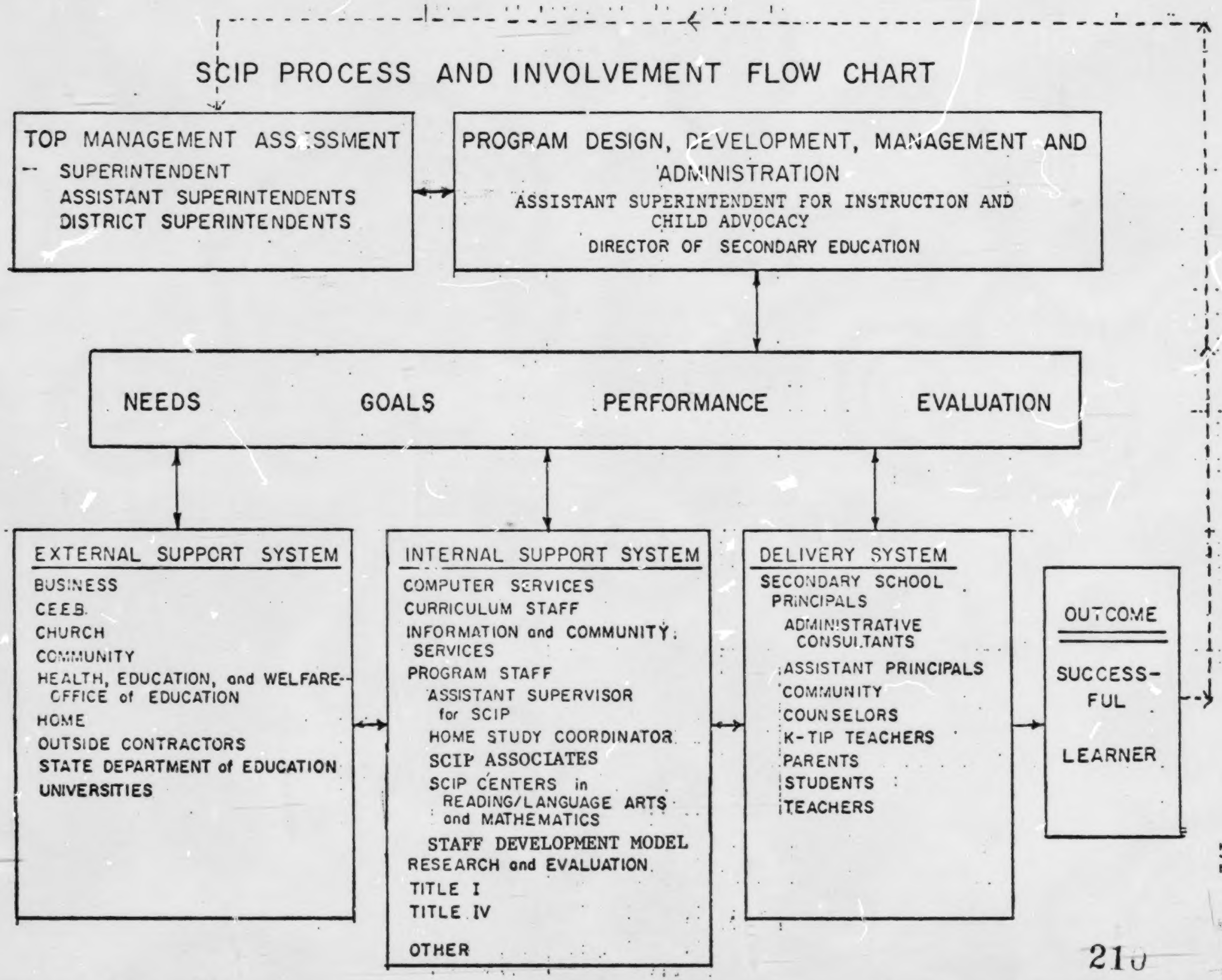
The school system has developed its Pupil Progression Plan (PPP), and SCIP anticipated it. In the PPP, the Secondary Curriculum Improvement Program is shown to encompass the minimum skills expectations of the State Department of Education. However, SCIP reaches beyond minimal requirements to provide opportunities for students to develop to their highest potential through a balanced educational program that considers the progress of both the unique individual student and the group.

SCIP Process and Involved Systems

A final look at some of the SCIP processes and involved systems which lead to the outcome of a successful learner accentuates the comprehensive nature of the Secondary Curriculum Improvement Program in the New Orleans Public Schools. (See attachment 65, "SCIP Process and Involvement Flow Chart.")

ATTACHMENT 65

SCIP PROCESS AND INVOLVEMENT FLOW CHART


TOP MANAGEMENT ASSESSMENT
– SUPERINTENDENT
ASSISTANT SUPERINTENDENTS
DISTRICT SUPERINTENDENTS
PROGRAM DESIGN, DEVELOPMENT, MANAGEMENT AND ADMINISTRATION
ASSISTANT SUPERINTENDENT FOR INSTRUCTION AND CHILD ADVOCACY
DIRECTOR OF SECONDARY EDUCATION
NEEDS
GOALS
PERFORMANCE
EVALUATION
EXTERNAL SUPPORT SYSTEM
BUSINESS
CEEB
CHURCH
COMMUNITY
HEALTH, EDUCATION, and WELFARE–OFFICE of EDUCATION
HOME
OUTSIDE CONTRACTORS
STATE DEPARTMENT of EDUCATION
UNIVERSITIES
INTERNAL SUPPORT SYSTEM
COMPUTER SERVICES
CURRICULUM STAFF
INFORMATION and COMMUNITY SERVICES
PROGRAM STAFF
ASSISTANT SUPERVISOR for SCIP
HOME STUDY COORDINATOR
SCIP ASSOCIATES
SCIP CENTERS in READING/LANGUAGE ARTS and MATHEMATICS
STAFF DEVELOPMENT MODEL
RESEARCH and EVALUATION
TITLE I
TITLE IV
OTHER
DELIVERY SYSTEM
SECONDARY SCHOOL PRINCIPALS
ADMINISTRATIVE CONSULTANTS
ASSISTANT PRINCIPALS
COMMUNITY
COUNSELORS
K-TIP TEACHERS
PARENTS
STUDENTS
TEACHERS
OUTCOME
SUCCESSFUL LEARNER

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